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PATTERNS OF THE BUSINESS EDUCATION CURRICULA OF THE
 MEMBER INSTITUTIONS OF THE NATIONAL ASSOCIATION
 OF BUSINESS TEACHER-TRAINING INSTITUTIONS

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Submitted to the Department of Business Education

University of North Carolina

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

1942

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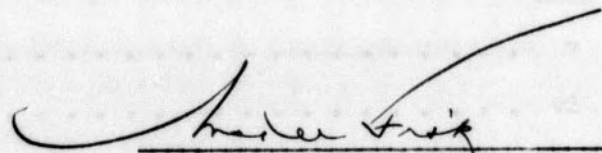
ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. McKee Fisk, Woman's College of the University of North Carolina, for his supervision of this study and to all others who helped to make the study possible.

M. K.

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APPROVED:


In Charge of Thesis

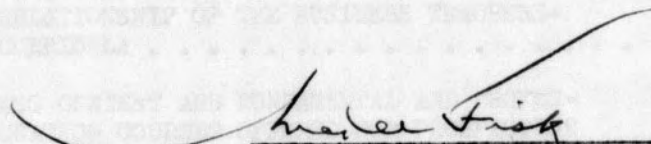

Head of Major Department

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CHAPTER I

THE PROBLEM, PURPOSE, MATERIALS AND PROCEDURE AND REVIEW OF RELATED LITERATURE

The growth of American colleges and universities has been marked by a lack of unity. Each college and university has manifested its individualism in organization, administration and curricula. Concerning the growth of the American teachers college, or the normal school, as it was first called, Pangburn makes the following comment:

The American Normal school grew up in response to a gradually increasing recognition on the part of the public that some means of preparing teachers was needed in order to insure the fulfillment of the purpose for which the schools were created. As an outgrowth of public education, the normal school and its successor, the teachers college, have been subject to the same conditions that have operated to produce the school system of to-day. Underlying and conditioning the development of the teacher-training institution and the schools which it served is the decentralization of control of education that is characteristic of the American system of government.¹

Not only have the institutions developed separately and independently as institutions, but various departments or schools within a single institution have developed in much the same manner. As a result there is often overlapping of subject matter taught within the different departments or schools of the same institution. Inasmuch as business education departments have been exposed to the many influences which have affected the development of other departments, many of the offerings in business education overlap those of other departments and even those within the business

1. Jessie M. Pangburn - The Evolution of the American Teachers College, Teachers College, Columbia University, New York City, 1932, page 1.

education department. Such overlapping, though not the subject of the present study is apparent in the analysis of the curriculum data that are dealt with in this report.

The National Association of Business Teacher-Training Institutions, recognizing the lack of adequate data concerning the types of its member institutions and their curricula for business teachers, appointed a committee in 1938 to secure the data essential to the adoption of standards for the member institutions. The committee consisted of Dr. Hamden L. Forkner, Mr. Paul S. Salsgiver, and Mr. Lloyd H. Jacobs. The committee formulated fourteen policies and a statement of needed studies pertaining to each policy. These were published in the committee's "Progress Report" in Bulletin No. 19 of The National Association of Business Teacher-Training Institutions.²

As a basis of attacking the problems submitted in connection with the fourteen policies, the Secretary of the Association suggested that a comprehensive study be made of the curricula of the member institutions in order to develop a definite procedure in securing the detailed objective data desired for each of the problems. The present study is an outgrowth of the Secretary's suggestion.

PURPOSE

It is the purpose of this study to determine the characteristics and the curriculum similarities and differences existing in the undergraduate business teacher-training programs of members of the National Association of

2. Hamden L. Forkner, Paul S. Salsgiver and Lloyd R. Jacobs - "Committee on Policies Progress Report," The National Association of Commercial Teacher-Training Institutions, Bulletin No. 19, 1940.

Business Teacher-Training Institutions. From an analysis of the similarities and differences it is proposed to determine whether a common curriculum pattern is discernible and if so what this pattern is. The term curriculum pattern as used throughout this report means a curriculum practice or procedure which is commonly followed by the member institutions of the Association. This does not mean that the practice or procedure must be unanimous but, on the other hand, it must be more than a mere majority; consequently a pattern is held to exist if approximately two-thirds of the institutions are found to follow a certain practice or procedure.

Specifically the problem is broken down into the following major divisions.

1. The unit of control exercising the administration of the business education program.
2. The selection and admission requirements of prospective business teachers.
3. The administration and relationship of the business teacher-training curricula.
4. The courses offered and required of the prospective secondary school business teacher.
5. The pattern of curriculum organization and graduation requirements for prospective business teachers.

MATERIALS AND PROCEDURE

This study concerns the 94 institutions that were members of The National Association of Business Teacher-Training Institutions as of May, 1942. The membership list was taken from Bulletin No. 24 of The National Association of Business Teacher-Training Institutions and was corrected by Mr. H. M. Doult, Secretary to the Association. The corrected list appears in Appendix A, page 191.

The first step in undertaking this study was the preparation of a tentative data sheet to record information pertaining to each of the major divisions named above. Since only objective data were desired, any item or items that could not be obtained objectively were omitted from the data sheet. The investigation sought to obtain a statement of facts and practices, not theory or viewpoints, concerning the business teacher-training programs of the member institutions. The tentative data sheet was submitted to the Secretary of the Association for his consideration and approval, with a specific request that he mark for exclusion any items which, in his opinion, could not be obtained objectively. It was then subjected to further analysis and revision to include the criticisms and suggestions of the Secretary. The items retained represent statements of facts and practices.

The second step was the collecting of a catalogue for the school year of 1941-1942 from each member institution.

The third step was the transferring of information secured from the catalogues to an individual data sheet for each institution. Completion of the data sheets revealed serious gaps in the data that could not be filled in from information given in the college catalogues. Then for the twofold purpose of (1) validating the recorded data obtained from the college catalogues and (2) securing additional desired data to achieve the purpose of the study, a questionnaire was constructed and submitted to a number of instructors in the United States Naval Training School, Indiana University, Bloomington, Indiana, who evaluated the questions to determine whether they were clearly stated and would be likely to elicit the desired information. After the questionnaire had been validated in this way, the information

concerning each institution was transferred from the data sheet to a questionnaire. The questionnaire and a letter (shown in Appendix A, page 196) were sent to the official representative of each member institution with a request that he check the correctness of the information entered on the questionnaire and fill in the blank spaces designated with a red check mark, to indicate that the data were not obtainable from the catalogues. When the information secured from the catalogue was not correct, the information supplied by the representative of the institution was substituted for the record obtained from the catalogue. A code number was assigned to each institution and the questionnaires were keyed by number so that it would be possible to make follow-ups of those that failed to return their questionnaire, as well as to check any given information concerning an institution.

Of the 94 member institutions as of May, 1942, 87 returned usable questionnaires. Of the remaining seven institutions, five failed to return their questionnaires despite three follow-ups. One institution has discontinued its business teacher-training program, and one institution has a program which is solely graduate in character. Since the study is limited to undergraduate curricula, the data from this institution would not be comparable. The catalogue material entered on data sheets for the five institutions that failed to return their questionnaires were not used because such information was not verified, and missing information was not obtainable from the college catalogues. The data concerning these five institutions were therefore excluded from the tabulated comparisons. In addition, any information listed in the catalogue of an institution but not verified on the questionnaire was omitted because its validity was not established.

The comparative objective data were tabulated according to type of institution; namely, teachers college, university, four-year college. Within each type of institution the data were analyzed according to source of control: public, private, or denominational. This procedure was in accordance with a suggestion of Miss Ann Brewington that teacher-training curricula should be presented in terms of types of institutions in order to reveal more discernible differences.³

REVIEW OF RELATED LITERATURE

A study which is closely related to the present study is one completed by Dr. John Marvin Sipe, Indiana University, June, 1941, entitled: Commercial Teacher-Training Curricula in 94 Accredited Teachers Colleges and Normal Schools in 1938.⁴ The following points are listed from his study to show the similarities existing among the business curricula of the different teacher-training institutions. They are not presented for any comparisons between the two studies. Of the 94 institutions dealt with in Dr. Sipe's study, 24 of the colleges, or

.25.5 per cent, state specifically in their catalogues that the student who makes application for entrance must be a graduate of an accredited high school. Other schools state the number of units of high school work required for admissions: (1) eight schools require 16 units; (2) 62 schools, or approximately two-thirds of the 94, require 15 units.

3. Ann Brewington, "The Business Curriculum in Teacher-Training Institutions," National Commercial Teachers Federation, Sixth Yearbook, Vol. VI, 1940.
4. John Marvin Sipe, "Commercial Teacher-Training Curricula in 94 Accredited Teachers Colleges and Normal Schools in 1938." Ed. D. Dissertation, Indiana University, June, 1941, edited by Ann Brewington, The National Association of Business Teacher-Training Institutions, Bulletin No. 23, July, 1941.

. . . . Eighty-eight, or 93.6 per cent, state that applicants must present a certificate or transcript of credits. In 21 institutions the student must take examinations if he is in the lower one-third of the high school graduating class. Twenty-five schools request that written application must be made to the registrar. . . . In 20 teachers colleges the applicant must pass a physical examination; 10 schools give psychological tests; and 8 schools give English and aptitude tests respectfully. The admission requirements of 94 teachers colleges and normal schools in this study seem set up in an attempt to select those students who are reasonably certain to succeed in taking a teacher-training program.

Of the 150 different commercial or business courses offered, only eight courses are required in 50 per cent or more of the 94 accredited colleges. These eight courses are elementary accounting, intermediate accounting, elementary typewriting, intermediate stenography, business law, elementary stenography, intermediate typewriting, and advanced stenography. Thus, it is worthy of note that only three technical or skilled subject; namely, accounting, typewriting, and stenography, and the socio-business subject of business law are required by ten or more institutions included in this investigation. It is significant to consider the fact that only four different business courses, other than the eight just named, are required by 25 to 49 per cent of the colleges - advanced accounting, commercial and economic geography, advanced typewriting, and commercial arithmetic. The remainder of the 150 different business courses are required by less than 25 per cent of the 94 commercial teacher-training institutions included in this study. It is significant, too, that seventy different business courses are required in only one college each.

. . . . The elective courses mentioned most frequently are advanced accounting, intermediate accounting, elementary accounting, elementary typewriting, and advanced typewriting. In other words, only two subject-matter areas; namely, accounting and typewriting are listed as electives by ten or more of the 94 accredited institutions. . . .

It appears that more schools require bookkeeping and accounting, stenography, typing and commercial law than any other subject. . . . 16 per cent of the schools require no work in bookkeeping, 19.2 per cent require no stenography, and 32 per cent require no typewriting. Commercial law is required by 71.3 per cent of the schools, typewriting is required by only 68 per cent. Insurance. . . . and consumer education. . . . are required by only a few schools of the entire 94, representing 4.2 and 7.4 per cent respectively.

The model requirements as to the number of semester hours of credit that must be taken in these various business subjects by prospective teachers of commercial work in secondary schools vary from the lowest figure, that for penmanship, from 1 to 1.9 semester hours, to the highest, for stenography, from 8 to 8.9 semester hours. Model amounts of credit required for bookkeeping, typewriting, and commercial law are within the group 6 to 6.9 semester hours.

There are five academic subjects required by ten or more schools. One significant practice is that of 23 schools which require from 12 to 12.9 semester hours of credit in English. Other substantial practices exist for English, such as 12 schools with requirements from 10 to 10.9 semester hours, 14 schools which require 8-8.9, and 12 schools with requirements from 6 to 6.9 semester hours. In science, two practices, representing more than ten schools each, are found, one by a group of 17 schools that require 8 to 8.9 semester hours and another by a group of 24 schools that require 6 to 6.9 semester hours. In the subject of social studies, history, and economics, the predominant practice is the requirement of 8 to 8.9 semester hours of credit made by 10 schools. One group of 13 schools has approximately the same requirement in mathematics, from 6 to 6.9 semester hours. There are three practices revealed in physical education and health, 13 schools with requirements from 6 to 6.9 semester hours, 20 schools that require 4 to 4.9 semester hours, and 16 schools with requirements from 2 to 2.9 semester hours of credit.

... More schools require psychology, practice teaching and observation, and secondary education than any other education subject. It is worthy of note that subjects in the area entitled principles, theory, and history of commercial education are required by fewer schools than is any other subject in education. The model requirements as to the number of semester hours of credit that must be taken in these various education subjects by prospective commercial teachers vary from the lowest figure, applying to five of these education subjects, from 2 to 2.9 semester hours, to the highest for psychology, from 6 to 6.9 semester hours. The five subjects that have the same model requirements are as follows: Secondary education; methods courses; school administration; principles, theory, and history of commercial education; and miscellaneous education courses.

Another phase of the commercial teacher-training problem concerns the requirements for a major and a minor in business or commercial education. ... the extreme ranges of credit required for a major vary from the group

falling within the 16-20 semester hours to the group embracing 56-60 semester hours of credit. The model amount of credit for a major in business education is that of the group of 21 to 25 semester hours of credit required by 38 schools.

Two other major trends were indicated by the fact that 11 and 12 schools require 26-30 semester hours respectively.

Thirty schools, or 32.0 per cent of the entire 94 institutions, require from 16 to 20 semester hours of credit for a minor. The model amount of credit for a minor is represented by the group of schools requiring from 11 to 15 semester hours.

For the degrees granted. . . . including both A. B. and B. S. degrees the credit required ranges from 120 to 149 semester hours. Two predominant practices as to the requirements are that the groups at 120-124 and 125-129 semester hours insisted upon by 47 and 37 colleges respectively.

In the study The Selection of Persons to be Trained as Teachers of Commercial Subjects, by Marjorie Hunsinger she states that:⁵

For entrance to college work: All the institutions require graduation from an approved high school for unconditional admission except in special cases; more than three-fourths require specific patterns of high school credits; approximately two-fifths require evidence of acceptable moral character and of satisfactory achievement in high school work; approximately one-fourth require health certificates and recommendations by high school officials; while only a few specify that the applicant must pass a satisfactory intelligence test, achievement examination or personal interview or give evidence of professional interest. pp. 149-150.

The majority of the colleges establish no formal requirements for continuation after admission. Less than one-fourth set up specific standards. . . . such as, acceptable

5. Marjorie Hunsinger - The Selection of Persons to be Trained as Teachers of Commercial Subjects, Doctorial study submitted to the University of Pittsburgh, Pittsburgh, Pennsylvania, 1942.

scholastic average, personal qualities, health, use of English, records on personnel and achievement examinations, professional knowledge and interest, and proficiency in shorthand and typewriting. Slightly more than one-fourth of the schools establish one or more of the above mentioned standards for admission to student teaching; and for this purpose some emphasis is also placed on accomplishment in the major and minor subjects. Scholastic average is invariably the most popular requirement. p. 150.

For graduation with recommendation for certification, practically all the commercial teacher-training institutions designate that the candidate should present an acceptable grade record, usually a "C" average or its equivalent; while some specify definite accomplishment in major, minor and professional fields and on comprehensive examinations. Very few stress personal qualifications for the profession or proficiency in business skills as a condition of graduation from the business-education curricula. p. 150.

One underlying purpose of the selective programs in all the commercial-teacher-training institutions of the country is to prepare and graduate only persons of satisfactory scholastic ability and achievement. In addition, in approximately 60 per cent of the institutions, formal requirements emphasize moral character; 40 per cent, physical fitness; 30 per cent, personality; 15 per cent, professional interest and promise; and 5 per cent, proficiency in business skills. In 30 per cent of the schools, formal selective procedures give consideration to no factors other than scholarship. pp. 150-151.

Prominent among the techniques of selection employed are: academic records by approximately 100 per cent of the schools; health certificates by 40 per cent; letters of recommendation by 39 per cent; personal interviews by 9 per cent; and speech or voice tests by 6 per cent. p. 151.

A few significant differences are evident among types or groups of institutions. There seems some tendency for state universities to provide for formal admission to professional training after a period of general education more often than other schools; for institutions under public control to emphasize health qualifications more frequently than those under private control; for non-state schools to give more attention to personal qualifications, and specifically, to recommendations by secondary school officials, than state schools; for state teachers colleges

to give less attention than other schools to specific patterns of high school courses; and for selective practices in colleges eligible for membership in The National Association of Business Teacher-Training Institutions, in those with large freshman enrollments, and in those located in large cities to employ more techniques and give consideration to more purposes than practices in commercial-teacher training institutions as a whole. p. 151.

CHAPTER II

THE UNIT OF CONTROL, SELECTION AND ADMISSION OF PROSPECTIVE BUSINESS TEACHERS AND THE ADMINISTRATION AND RELATIONSHIP OF THE BUSINESS TEACHERS-TRAINING CURRICULA

Through this study it is hoped that definite patterns for the training of business teachers which are characteristic of the member institutions of The National Association of Business Teachers-Training Institutions may be found. The conclusions drawn from this study will not necessarily be representative of that particular type of institution as a whole but shall only represent the pattern found to exist among that particular type of member institutions of the Association.

The 87 institutions dealt with in this study are divided into teachers colleges, universities and four-year colleges according to type of institution, and into public, private and denominational groups as to control.

TABLE I

Types and Control of Member Institutions of The
National Association of Business Teachers-
Training Institutions

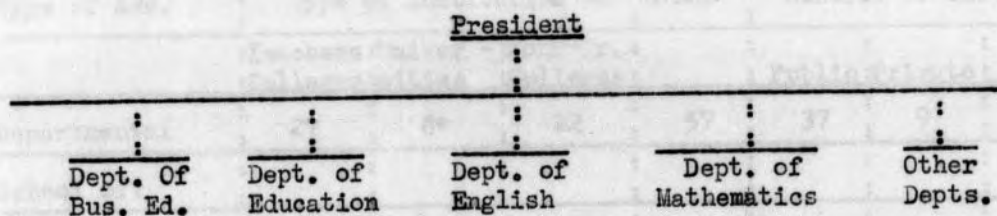
Types of Institutions	:Teachers:Univer-		:Four-Year		Total	
	:Colleges:	:ities	:Colleges:	No.	:Per Cent	
Public	: 26	: 20	: 8	: 54	: 62.1	
Private	: 1	: 11	: 8	: 20	: 23.0	
Denominational	:	: 1	: 12	: 13	: 14.9	
TOTAL	: 27	: 32	: 28	: 87	: 100.0	
Per Cent of Total	: 31.0	: 36.8	: 32.2	: 87	: 100.0	

Table I, page 11, shows that approximately one-third, 31 per cent, of the membership consists of teachers colleges. Of this number, all but one or 26 are public institutions. Approximately one-third, 36.8 per cent, of the institutions are of the university type, 20 being public, 11 private and 1 denominational, as to their type. The four-year colleges compose a little less than one-third or 32.2 per cent of the membership, 8 being public, 8 private and 12 denominational. Thus, the three main divisions into which the institutions divide themselves are about equal and in examining the data concerning these types of institutions comparison will be made on the basis of the institutions in the order that they are listed above.

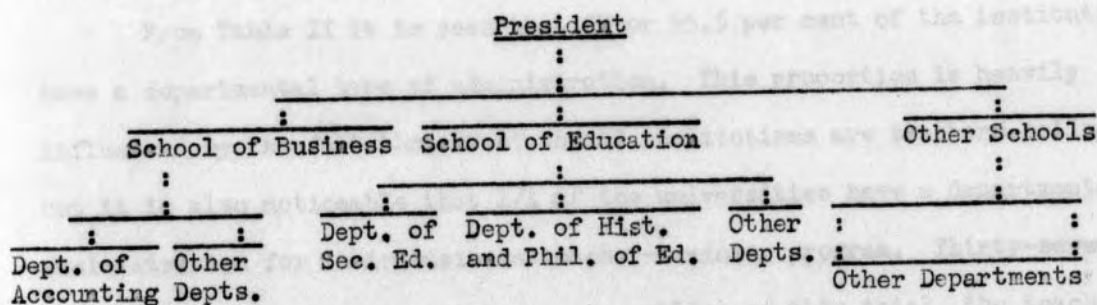
Two institutions chose to be classified neither as teachers colleges, universities or four-year colleges, but rather as "CoOperative" and "Polytechnic Institute" respectively, but due to the nature of this study it was thought best that these institutions should be listed as four-year colleges and be treated as such; thus, throughout the study these two institutions are treated as four-year colleges in their respective classifications as private and public respectively.

Table I also shows that 54 or 62.1 per cent of the member institutions are publicly controlled. Practically half of the public institutions are teachers colleges and approximately 40 per cent are universities while only one out of seven is a four-year college. Twenty, 23.0 per cent, are privately controlled with 11 or more than 50 per cent being universities, while 13 or 14.9 per cent of the institutions are denominational in nature. Twelve of the total of 13 denominational institutions belong to the four-year college type.

The administration of the business teacher-training program is classified according to departmental administration and school administration. By departmental administration is meant that the institution has a president as the central power of administration and directly responsible to him are the different departments of the institution, thus:



In the school administration type of institution the chain of command is a little different than it is in the departmental type of administration. In this type of administration the president is the central power of administration with power delegated to the heads of schools within the institution; these heads of schools are often called deans. The following diagram illustrates the chain-of-command in a school-type of administration.



In the school-type of administration the head of the department must usually secure the approval of the dean of his school before he can present his plans for approval to the president or faculty committee.

CONTROL OF DEPARTMENT OR SCHOOL

Types of Administration of Member Institutions:

TABLE II

Type of Administration of the Member Institutions of the National Association of Business Teacher-Training Institutions

Type of Adm.	Type of Institution			Total	Control of Institution		
	Teachers Colleges	Universities	Four-Yr. Colleges		Public	Private	Den.
Departmental	27	8*	22	57	37	9	11
School of:							
Business		17	2	19	11	6	2
Education		5	4	9	4	5	
Bus. & Ed.		2		2	2		
TOTAL	27	32	28	87	54	20	13

*The universities that have a departmental organization for business teacher-training are as follows: University of Vermont, Capital University, Woman's College of the University of North Carolina, Bowling Green State University, Wilberforce University, New Mexico Highland University, Montana State College, and Wayne University.

From Table II it is seen that 57 or 65.5 per cent of the institutions have a departmental type of administration. This proportion is heavily influenced by the fact that 27 of the 57 institutions are teachers colleges but it is also noticeable that 1/4 of the universities have a departmental administration for their business teacher-training program. Thirty-seven of the 57 departmental institutions are public; of this total, the teachers colleges represent 26 or 45.6 per cent but this leaves 11 institutions that represent the universities and four-year colleges. Of the 24 institutions of the university type with a school organization 17, or approximately 2/3 are in the school of business. Of the 13 denominational

institutions 11, 85.4 per cent, have a departmental type of administration. The 2 universities having a dual type of administration by the schools of business and education are publicly controlled.

A departmental pattern exists, according to type, both in the teachers colleges and the four-year colleges while the pattern in the university-type of institution is in the business school. In eliminating the 26 public teachers colleges from the departmental type of administration it is found that the business school and the departmental type of administration under public control are the same, namely eleven.

Types of Departmental Administration of the Business Teacher-Training Program:

TABLE III

Types of Departments that Administer the Business Teacher-Training Program

Types of Departments	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.		Public	Private	Den.
	Colleges:	sities	Colleges:				
Business Education	23	6	7	36	31	3	2
Education	3	1	3	7	3	2	2
Secretarial Science			4	4	1	1	2
Business Administration		1	2	3		2	1
Business Ed. and Ed.	1		1	2	1		1
Bus. Ed. and Bus. Adm.			3	3	1	1	1
Education and Bus. Adm.			2	2			2
TOTAL	27	8	22	57	37	9	11

Table III shows the different administrative departments that are administered by the 57 institutions which have a departmental type of

administration. In the teachers colleges 23 of the 26 public institutions have a department of business education. Six, 75 per cent, of the universities having a departmental type of administration have a department of business education, while only 1 out of 3 has a department of business education as such among the four-year colleges. Thus, in the teachers colleges and universities the department of business education is definitely the departmental pattern while in the four-year colleges the department of business education holds the majority over any other department or joint departmental control it still does not have enough representation in the department of business education to be called a pattern. Thirty-six. 63.1 per cent, of the institutions having departmental administration have the department of business education. Of these 36 institutions 31 are public. This comparison is heavily weighted by the fact that it includes 23 public teachers colleges. After taking the public teachers colleges out it is found that 8, approximately $2/3$, of the remaining 13 are controlled publicly. Seven, approximately one out of eight, of the institutions have their business teacher-training program administered by the department of education. The departments that were concerned are listed to show the wide difference in names if not in actual functions among the member institutions that have a departmental type of administration. Thus, it is seen from this wide diffusion that 7 institutions, 6 four-year colleges and 1 teachers college, have a joint departmental administration of the business teacher-training program.

The Department in Which the General Professional Education Courses are Taught:

The general professional or fundamental education courses are taught in 82 or 94.2 per cent of the member institutions of the Association by

the department of education as compared with 5 institutions where the courses are taught jointly by the departments of education and business education. The term "general professional" or "fundamental" means those education courses that are open to all persons who are preparing to become secondary teachers, irrespective of teaching field. These courses include such subjects as; history of education, philosophy of secondary education, adolescent psychology, and hereinafter are referred to as "general professional" courses.

The Department in Which the Professional Business Education Courses Are Taught:

Table IV shows the department and/or departments in which the professional education courses are taught. The term "professional" course applies to the courses that are required of the prospective business teacher, often termed method courses, and are hereinafter referred to as "professional" business education courses as distinguished from the general education courses that are required of all persons who are seeking a teaching license in the field of secondary education. For example; the teaching of shorthand, typewriting, business mathematics, bookkeeping are termed professional education courses. Those professional education, or method, courses that deal with other fields of study such as: social science, English, mathematics, science are eliminated from this study.

Table IV on page 19 shows that 25 of the 27 teachers colleges have their professional business education courses taught by the department of business education. Of the total of 69 institutions that have the professional business education courses taught by the department of business education, whether the department of business education is a part of the

TABLE IV

The Department in Which the Professional
Business Education Courses are Taught

Department	Type of Institution			Total	Control of Institution		
	: Teachers:	: Univer-:	: Four-Yr:		: Public:	: Private:	: Den.
	: Colleges:	: sities	: Colleges:				
Business	:	:	:	:	:	:	:
Education	: 25	: 22	: 22	: 68	: 43	: 15	: 11
Education	: 1	: 7	: 5	: 13	: 8	: 4	: 1
Bus. Ed. & Ed.	: 1	: 3	: 1	: 5	: 3	: 1	: 1
TOTAL	: 27	: 32	: 28	: 87	: 54	: 20	: 13

school of education or a part of the school of business, as in the case in 14 of the universities as only 8 universities, as shown by Table II, on page 15, have a departmental organization where the department of business education is a department distinct within itself, 43 are public, 15 private and 11 denominational. After eliminating the 25 public teachers colleges it is found that there is about an even division between the public, private and denominational institutions in regard to the teaching of professional business education courses by the department of business education. Thus, a pattern exists for the teaching of the professional business education courses in the teachers colleges, the universities and the four-year colleges. It is interesting to note that 5 of the remaining 18 institutions have a joint administration of the professional business education courses between the departments of business education and education.

The Department and/or School That is Responsible for the Teaching of the Business Content Subjects:

Table V, page 20, shows that 45 or approximately 1/2 of the member institutions have their business content subjects taught in the department of business education. The total number of teachers colleges have their

TABLE V

The Department and/or School That is Responsible
for the Teaching of Business Content Subjects

Department and/ or School	Type of Institution			Total	Control of Institution		
	Teachers Colleges	Univer- sities	Four-Yr. Colleges		Public	Private	Den.
Department of Bus. Ed.	27	5	13	45	36	4	5
School of Business		20	9	29	14	10	5
School of Bus. & the Dept. Bus. Ed.		7	6	13	4	6	3
TOTAL	27	32	28	87	54	20	13

business content subjects taught by the department of business education. After eliminating the 27 teachers colleges from the total of 45 it leaves 18 institutions which have all their business content subjects taught by the business education department, as compared with 29 who have their business content subjects taught in the school of business.

Thirty-six, $2/3$, of the total of 54 public institutions have their business content subjects taught by the department of business education. In comparing Table V with Table IV it is seen that although the school of business teaches the business content subjects the control of the business teacher-training programs rests with the department of business education, education or jointly.

Twenty or $5/8$ of the university-type of institutions have their business content subjects taught solely by the school of business as compared with 12 institutions that have their business content subjects taught either solely by the business education department or jointly with the school of business. In the 7 university-type, and 6 four-year-type of institutions where the business content subjects are taught jointly by the

department of business education and the school of business the basic subjects such as bookkeeping, economics, and business law are taught by the school of business; whereas, the skill subjects such as typewriting, shorthand, and office machines are taught by the department of business education.

ENTRANCE REQUIREMENTS

Types of Entrance Tests That are Administered to Students Who First Enter College:

TABLE VI

Types of Entrance Tests That are Administered

Entrance Tests	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
None	6	9	4	19	10	7	2
English	17	17	17	51	36	7	8
Aptitude	8	13	17	38	21	8	9
Gen.Intelligence	11	11	13	35	23	6	6
Gen.Achievement	8	13	10	31	18	6	7
Business Content	3	4	1	8	8		
Others	1	10	2	13	5	7	1

Table VI shows the number of institutions that administer the different kinds of entrance tests. No attempt was made to determine the combinations of entrance tests administered by the various types of institutions. Fifty-one, approximately $\frac{3}{5}$, of the 87 institutions give an entrance test in English. The total of 51 institutions that give English entrance tests

is made up of 17 institutions from the teachers colleges, universities and four-year colleges respectively. Also the administering of general intelligence entrance tests is about equally divided between the three types of institutions with the four-year colleges having the balance of power by a margin of two. Thus, a pattern exists both as to type and to control in regard to English and general intelligence, while the aptitude test is administered more frequently in the four-year colleges with the control being approximately equally divided in the same ratio as shown by Table I, page 11, that is; public 3/5, private 1/4 and denominational 1/7. It is interesting to note that 19 of the institutions did not administer any kind of an entrance test. Of this total 9 represent the university-type of institution.

Placement Tests That Are Administered to Beginning Students:

TABLE VII

Types of Placement Tests That Are Administered

Placement Tests	Type of Institution			Total	Control of Institution		
	Teachers Colleges	Universities	Four-Yr. Colleges		Public	Private	Den.
None	15	8	5	28	21	6	1
English	10	20	19	49	28	10	11
Typewriting	5	13	13	31	16	8	7
Shorthand	4	13	11	28	14	8	6
Bookkeeping	2	5		7	4	3	
Others		3	6	9	1	4	4

The above Table shows that 28 or approximately 1/3 of the member institutions do not administer any type of placement test. The ratio of teachers colleges in this respect is a little more than 1/2 as compared

with the teachers colleges representing approximately $\frac{1}{3}$ of the total institutions included in this study. Thus, the teachers colleges are less apt to require a placement test than either the universities or the four-year colleges. After taking the 14 public teachers colleges from the publicly controlled institutions, it is found that 7 publicly and 6 privately controlled institutions of the university and four-year college type do not administer placement tests. The test that is most commonly administered is the English placement test which is administered by 49 or $\frac{1}{2}$ of the member institutions included in this study. Thus, 49 or 83 per cent of the 59 institutions who administer placement tests are found to administer an English placement test. In this respect the universities and the four-year colleges represent $\frac{2}{5}$ respectively while the teachers colleges represent $\frac{1}{5}$ of the member institutions that administer English placement tests. By taking the public teachers colleges from the publicly controlled type of institutions, it is found that control is about equally divided between the three types of institutions. What is true in regard to English is also true concerning typewriting and shorthand, with 31 and 28 institutions respectively giving placement tests in these two subjects. Other placement tests include such types of tests as: psychology, which is administered by two institutions; speech, junior business training, business mathematics, French reading, modern languages and mathematics which are administered by one institution each.

High School Graduation as Compared with Definite High School Subjects as Required by the Member Institutions:

Table VIII, page 24, shows the number of institutions that require only high school graduation as compared with those that require definite

TABLE VIII

Member Institutions that Only Require High School Graduation
as Compared With Those that Require Definite High
School Subjects

Subject Requirements	Type of Institution				Total	Control of Institution		
	Teachers	Univer- sities	Four-Yr. Colleges			Public	Private	Den.
No Specified Subjects	16	18	13		47	29	12	6
Specified Subjects	11	14	15		40	25	8	7
TOTAL	27	32	28		87	54	20	13

subjects for entrance. It is assumed that the person entering a member institution becomes a candidate for a degree from that institution and that he is not merely seeking factual knowledge or skill from the courses that he is pursuing, but is working toward a degree. In the four-year college type of institutions it is seen that 13 institutions do not require any specified subjects for entrance as compared with 15 that do. This is somewhat different from the teachers colleges and the universities where the balance of power rests with those institutions that do not require any specified subjects. Forty-seven, 54 per cent, of the 87 institutions do not require any specified subjects for entrance but only graduation from an accredited high school as compared with 40, approximately 46 per cent, of the institutions that state that a person entering the institution, and who is a prospective candidate for a degree from that school, must have had specified subjects during his high school career. Twenty-nine of the public-ly controlled institutions do not require any specified subjects as compared with 25 who do. Twelve of the

private institutions do not require any specified subjects as compared with 8 that do. In the denominational-type of control 6 institutions do not require any definite subjects whereas 7 institutions do. Thus, it would seem that denominationally controlled institutions are more likely to require definite subjects for entrance than do either publicly or privately controlled institutions.

Definite Subjects that are Required by the Member Institutions:

TABLE IX

Subjects that are Required by Those Member Institutions
that Require Definite Entrance Subjects

Subjects Required	Types of Institution			Total	Control of Institution		
	Teachers Colleges	Univer- sities	Four-Yr Colleges		Public	Private	Den.
English	11	14	15	40	25	8	7
Mathematics	6	11	13	30	18	6	6
Social Science	9	9	10	28	19	4	5
Physical Science	6	6	7	19	12	3	4
Foreign Language		2	6	8	3		5
Others	4	1		5	5		

Table IX shows those institutions that require definite subjects for entrance. It is noticeable that all 40 of the institutions requiring entrance subjects require English, this total consisting of 11 teachers colleges, 14 universities and 15 four-year colleges. The control of the 40 institutions consists of 25 public, 8 private and 7 denominational institutions, or approximately $\frac{3}{5}$ public, $\frac{1}{5}$ private and $\frac{1}{6}$ denominational as compared with division on control which consists of $\frac{3}{5}$, $\frac{1}{4}$ and $\frac{1}{7}$

respectively. Thirty, $3/4$, require mathematics and of this number 18 or again $3/5$ of the institutions are public. Twenty-eight or approximately $3/4$ require social science and 19 or approximately $1/2$ require physical science as an entrance subject. It is interesting to note that 9 or $1/3$ of the teachers colleges require social science as an entrance subject. It is also seen that 5 of the 8 institutions requiring foreign language are denominational as to control. For English, mathematics and social science the institutions requiring them for entrance credit are equally divided as to control with the balance of power resting with the universities and four year colleges according to type. It may be noted from Table IX that no institution of either type required any type of business subject as an entrance credit.

Units of High School Credits Required for Entrance:

Table X below shows the number of units of high school credit the different types of institutions require of the students who enter the member institutions with intentions of becoming candidates for a degree.

TABLE X

Units of High School Credit Required by the Member Institutions
for Entrance

Units of Credit	Type of Institution			Total	Control of Institution		
	Teachers Colleges	Univer- sities	Four-Yr. Colleges		Public	Private	Den.
15 Units	17	26	19	62	37	16	9
16 Units	10	6	9	25	17	4	4
TOTAL	27	32	28	87	54	20	13

There are 62 institutions that require 15 units of credit. This number consists of 17 teachers colleges, 26 universities and 19 four-year colleges;

whereas, the control is approximately $\frac{3}{5}$ public, $\frac{1}{4}$ private and $\frac{1}{7}$ denominational. In the teachers colleges there are 17 institutions that require 15 units of credit as compared with 10 institutions that require 16 units of credit as an entrance requirement. As the number of institutions that require 16 units of high school work represent less than $\frac{1}{4}$ of the member institutions while more than $\frac{3}{4}$ of the member institutions require 15 units it can be said that a pattern exists both as to type and control in that the member institutions require 15 units of high school work for entrance. The above Table is based upon a four-year high school curriculum and for those students that come from senior high school the amount of credit would be 12 units of work for the three years spent in senior high plus the units of credit earned in the last year of junior high.

Scholastic Average Required of the Students Who Enter the Member Institutions:

TABLE XI

Scholastic Average Required of the Students Who Enter the
Member Institutions of the Association

Scholastic Average	Type of Institution			Total	Control of Institution		
	Teachers Colleges	Univer- sities	Four-Yr. Colleges		Public	Private	Den.
None	15	18	8	42	34	4	4
"A" Average	2		1	3	3		
"B" Average	2	5	7	14	4	8	2
"C" Average	5	5	7	17	8	4	5
No Definite Average	3	4	4	11	5	4	2
TOTAL	27	32	28	87	54	20	13

The above Table shows that 42, or more than $\frac{1}{2}$ of the teachers colleges and more than $\frac{1}{2}$ of the universities as compared with a little more than

1/4 of the four-year colleges, do not require any scholastic average for entrance. "B", "C" and "No Definite Average" are about equally divided. As to control it is definitely seen that the public institutions form the pattern, as approximately 4/5 of those institutions do not require any scholastic average for entrance. Of the total of 34 publicly controlled institutions 15 are teachers colleges, 14 universities and 5 four-year colleges.

Of the 11 institutions that do not require any definite scholastic average for entrance the following methods of determining whether a student is capable of doing college work are used.

1. "Highest half of his high school graduating class,"
2. "Recommendation of his high school principal,"
3. "Upper 7/10 of his high school graduating class,"
4. "Rank in class considered,"
5. "Upper 2/3 of high school class,"
6. "88 per cent for girls and 80 per cent for boys,"
7. "Upper 3/5 of his high school graduating class,"
8. "Upper 1/3 of high school graduating class," and
9. "Upper 3/4 of class."

In considering all the member institutions as a unit it is seen that 42 or 48.3 per cent of them do not require any definite scholastic average of the students desiring to enter their respective institutions. Three, 3.4 per cent, require a scholastic average of "A" while 14, approximately 1/6, require a "B" average, 17, approximately 1/5, require a "C" average and 11, approximately 1/8, have other qualifying criteria by which to judge the scholastic rating of prospective students without placing it at any given level.

Entrance Requirements for Students With a Low Scholastic Average:

Table XI shows the scholastic averages that are required of students entering the different types of member institutions with intentions of becoming candidates for a degree. It is seen from this Table that no provision is made for those students who do not reach one of the given scholastic averages. How then is it possible for students of low scholastic averages to gain admittance to the different member institutions? Following are some of the ways, stated by the representatives of the business education departments of the respective institutions and by the institutions themselves, how the students with low scholastic records could gain admission.

1. "Recommendation from high school principal and others."
2. "Only by examination in low grade subjects."
3. "Two years on probation."
4. "Graduate of approved high schools, i.e. those approved by State Department of Education."
5. "Our State law requires that we accept all citizens, who are high school graduates, of the State who apply but we give scholarships to the upper 10 per cent and get well prepared students."
6. "Applicant must have been graduated in upper 7/10 of class, to be admitted on certificate of graduation. Applicants from lowest 3/10, subject to entrance examination."
7. "If in lower 1/4; written application; recommendation by high school principal and two other people not related; good score on mental tests; passed on by admissions committee which he must appear before; if admitted is placed on 'probation' for quarter."
8. "A few 'C' students may be admitted providing they show sufficient aptitude and ability to do satisfactory college work and they have exceptional abilities along extra-curricular lines."
9. "'D' students on probation and load limit."
10. "Combined high school rating - A. C. test rating must equal 33 percentile or above."

Health Requirements for Students Entering the Member Institutions:

From the Table below it is seen that 49 or 1/2 of the member institutions require an examination by the school physician as the only health requirement upon the student's entrance into their respective institutions.

TABLE XII

Types of Health Requirements of the Member Institutions
of the Association

Health Requirements	Type of Institution			Total	Control of Institution		
	Teachers:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
None	9	6	8	23	13	7	3
Examination by School Physician:	14	19	16	49	34	7	8
Health Cert. from a Physician:	3	5	2	10	4	4	2
Others	1	2	2	5	3	2	
TOTAL	27	32	28	87	54	20	13

Of this number 14 or 2/7 are teachers colleges, 19 or 3/8 are universities and 16 or 1/3 are four-year colleges. As to control there are 34 or 5/7 of the institutions that are public and 8 or 1/6 which are denominational. There are 23 institutions that do not require any health requirements whatsoever for the student who enters their respective institutions. Of the 5 institutions that are listed as "others" 4 require an examination by the school physician plus a vaccination certificate while the fifth simply stated; "show evidence of good health."

Representative Additional Entrance Requirements:

The entrance requirements that are listed above are not the only ones that are required by the member institutions but will serve as an index to the general pattern of admission of the member institutions. Listed below

are some additional requirements of the different institutions of the Association. The complete entrance requirements of one member institution to show the elaborateness of some of the entrance requirements will be found in Appendix A, page

1. "No physical defects, scars, or excess weight."
2. "Normal intelligence and satisfactory command of English, appropriate personality, and personal interview."
3. "Candidate must be 17 years old at time of admission."
4. "Candidate must be 16 years old at time of admission."
5. "Must pass first quarter with 'C' average."
6. "Recommendation of high school principal with a statement of character."
7. "Additional admission requirements to college of education at end of sophomore year. Interview 4 principals, 100 hours of social work and interview 6 professors."
8. "Recommendation of principal, personal interview, and school record of courses completed."
9. "Citizen - Parents must be residents of N. Y. City."
10. "Character recommendation from pastor, personality report and business reference."

The Selection of Prospective Business Teachers:

Table XIII, page 32, shows the methods that are used by the different institutions in selecting the number of business teachers that will be needed by the territory which that institution serves. Forty-nine of the institutions do not attempt to determine the number of business teachers that will be needed each year. Of this number 20 represent public teachers colleges, 17 universities - 11 being public, 5 private and 1 denominational - and 11 four-year colleges equally divided between the public, private and denominational groups. Thus, 34 of the 49, or 5/7, institutions that have no basis for selection of business teachers are public as to control.

TABLE XIII

Basis Used for the Selection of Prospective Business Teachers as to the Number Needed

Types of Selection	Type of Institutions			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.		Public	Private	Den.
	Colleges:	sities	Colleges:				
No Selection	21	17	11	49	34	9	6
Scholastic Achievement	4	13	12	29	16	8	5
Others	2	2	5	9	4	3	2
TOTAL	27	32	28	87	54	20	13

Twenty-nine institutions use the scholastic achievement of the student to determine whether he be allowed to enter the business-teacher-training program or not. Of this number 13 represent universities and 12 four-year colleges, the universities having 8 public as compared with 5 private, the four-year colleges again being about equally divided. On the total of 29 institutions using the scholastic achievement of the student as a means of selection, 16 are public institutions. "Others," include such devices as: a pre-determined need of the territory which the college serves is used by 2. The selection is controlled by the State Department in one institution. Oral and written English test, personal interview and personality rating charts are used by three institutions to help select those who would become prospective business teachers. Thus, the pattern is definitely established that the public institutions do not carry on any form of selection of prospective business teachers; whereas, the private and denominational institutions are about equally divided on the subject.

TABLE XIV

Types of Tests Administered to Prospective Business Teachers as a Means of Selection

Types of Tests	Type of Institution			Total	Control of Institution		
	:Teachers:	Univer-	:Four-Yr.:		:	:	:
	:Colleges:	sities	:Colleges:		:Public	:Private:	Den.
None	16	15	13	44	32	9	3
Evaluation of the Student by the Faculty	9	15	13	37	19	10	8
Personality Rating Chart for Student	7	5	10	22	10	5	7
Aptitude Test	3	6	10	19	7	6	6
Comprehensive Test		1		1	1		

Table XIV shows the types of tests that are administered to the prospective business teachers in trying to select them. This Table may be compared with Table XIII which shows the methods of selection of prospective business teachers as to the number needed at any given time by the territory which is served by the college. The above Table has no relation to the number of teachers that are needed but deals with the methods of selection from the viewpoint of guidance. It is seen from the above Table that 44 of the institutions do not have a definite selection program for their prospective business teachers. This number represents 16 teachers colleges, 15 universities and 13 four-year colleges. Thus, showing that as far as type is concerned all three types of institutions have no selecting program. Of the 32 public institutions that are represented in this total there are 15 teachers colleges, 12 universities and only 5 four-year colleges.

There are 37 institutions that select or help select their prospective business teachers by an evaluation of the student by the faculty. Of this number 15 represent the universities, the same number as did not administer

any type of test; and 13 represent the four-year colleges, which is also the same number as did not administer any type of test. Thus, there is no majority in either case. After taking the 9 public teachers colleges from the total of 19 public institutions that select by evaluation of the faculty it is seen that the public and private institutions are equally divided, as this results in 10 public and 10 private institutions that use the same method of selection. Thus, it can be said that the only pattern that exists, should a pattern exist, is that there is no selection of prospective business teachers among the member institutions.

Methods Used to Eliminate the Mediocre Student:

TABLE XV

The Different Methods Used as a Means of Eliminating the Mediocre Student from the Business Teacher-Training Curriculum

Methods Used	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.				
	Colleges:	sities	Colleges:		Public	Private	Den.
None	9	6	6	21	15	2	4
Scholastic Record	17	23	22	62	36	17	9
Personality Rating Chart		7	7	14	6	6	2
Achievement Test	2	7	3	12	8	4	
Aptitude Test		5	3	8	5	2	1
Health		1		1	1		

The preceding table shows the methods that are used to eliminate the mediocre student from the business-teacher-training program once he has chosen it as his major field of study. There are 21 institutions that do not attempt to eliminate the mediocre student as compared with 44 institutions, as shown by Table XIV, page 33, that do not attempt to keep the student from entering the business-teacher-training program.

It would seem from the above Table that the most common procedure in the elimination of mediocre students is by means of the student's scholastic record. This method is used by 62 institutions, 17 being teachers colleges, 23 universities and 22 four-year colleges. Of this total 36 represent public, 17 private and 9 denominational institutions which gives them about the same ratio as they occupy in the total number of cases in the study, namely 3/5, 1/3 and 1/7. Thus, the scholastic record constitutes the pattern for eliminating the mediocre student from the business-teacher-training program.

It is interesting to note that 14 institutions have recognized that personality is a factor in the selection of teachers, 7 being universities and 7 being four-year colleges.

Tests That are Administered to Business Teachers as a Graduation Requirement:

TABLE XVI

Types of Tests That are Administered to Business Teachers as a Graduation Requirement

Types of Tests	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
None	22	12	10	44	34	6	4
Skill Tests	3	17	16	36	15	13	8
Subject Matter Content Tests	4	9	13	26	12	7	7
Comprehensive Tests	1	4	5	10	3	4	3
English	1			1	1		

Table XVI shows the types of tests that are administered to prospective business teachers as a graduation requirement in order to determine their proficiency in the subjects that they are being certified to teach. In

comparing this Table with Table XIV, page 33, it is seen that in both tables 44 institutions do not give any tests. In Table XIV the tests concern those students who are prospective business teachers and have not been fully admitted to the business-teacher-training program and in the latter instance it is those students who are ready to graduate from the business-teacher-training program.

The above Table shows that 36 institutions administer a skill test to the student who is going to graduate in the business-teacher-training program. A skill test has to do with such subjects as: shorthand, type-writing and machine operation. Of this number there are 17 universities and 16 four-year colleges as compared with only 3 public teachers colleges. Of the 15 public institutions administering the skill tests 10 are universities, 3 teachers colleges and 2 denominational institutions. Of the 13 private institutions there are 7 universities as compared with 6 four-year colleges.

Of the 26 institutions that administer subject matter content tests as a graduation requirement to the business teachers 13, 50 per cent, are of the four-year college type. It is seen that the subject matter content tests are not as often administered as a graduation requirement as are the skill tests. Thus, it can be said that the only pattern which exists, should a pattern exist, is that there are no tests which are administered by the member institutions to their business teachers as a graduation requirement. But, by comparing those tests which are administered it is seen that the skill tests are given in a ratio of 3:2 as compared with subject matter content tests that are given.

Types of Extra-Curricular Guidance and Orientation Given the Prospective Business Teacher:

Table XVII, page 37, shows the types of extra-curricular guidance and orientation that is given the prospective business teacher to help him

TABLE XVII

Types of Extra-Curricular Guidance and Orientation Given the
Prospective Business Teachers

Types of Guidance	Type of Institutions				Total	Control of Institution		
	: Teachers: : Colleges:	: Univer- : sities:	: Four-Yr. : Colleges:	:		: Public	: Private	: Den.
None	: 3	: 2	: 2	:	7	: 4	: 2	: 1
Counseling	: 22	: 29	: 21	:	72	: 45	: 17	: 10
Commercial Club	: 22	: 15	: 15	:	52	: 38	: 7	: 7
Education Club	: 7	: 5	: 7	:	19	: 11	: 3	: 5
Orientation Course	: :	: 1	:	:	1	: 1	:	:

determine whether he wants to choose business education as his major or not. It is interesting to note that only 7 institutions do not have any form of extra-curricular activity or orientation program to help the student determine the kind of program that he would like to pursue.

There are 72 institutions that use counseling as a method of helping the student in determining whether he should become a business teacher or not. Of this number there are 22 teachers colleges, 29 universities and 21 four-year colleges. Also, 45 of the institutions are public, 17 private and 10 denominational. Of the extra-curricular activities that are carried on in the institutions as a guidance medium it seems that the commercial club is the most active one with the education club coming second. There are 52 institutions that have a commercial club to help the student determine whether he wants to be a business teacher or not. Of this number there are 22 teachers colleges, 15 universities and 15 four-year colleges. From the above Table it is seen that there is a pattern existing as to counseling and the existence of commercial clubs for the definite purpose of guiding students in their choice of business education or some other field of study.

Types of Pre-Major Guidance Given the Prospective Business Teachers:

TABLE XVIII

Types of Pre-Major Guidance Given the Prospective Business Teachers
in Helping Them Choose a Major Field of Study

Types of Pre-Major Guidance:	Types of Institution			Total	Control of Institution		
	Teachers: Colleges:	Universities:	Four-Yr. Colleges:		Public	Private	Den.
None	6	3	5	14	10	3	1
Counseling	21	29	22	72	43	17	12
Part-time Work	3	2	9	14	6	3	5
Occupational Course	3	5	5	13	7	5	1
Aptitude Test			1	1	1		

The above Table shows the types of pre-major guidance that are given the prospective business teacher after he has once selected the field of business education as a major area of study. It is seen from this Table that 72 institutions, the same number as stated in Table XVII opposite counseling, use the method of individual counseling as a means of helping the student to select his major. Of this number 21 are teachers colleges, 29 universities and 22 four-year colleges. Forty-three represent public, 17 private and 12 denominational institutions. It is interesting to note that 14 institutions have a program of part-time work and 13 institutions offer what is known as an occupational course in order to help the student to decide his major. Four of the 13 institutions that offer an occupational course also have a program of part-time work. Thus, about the only pattern that exists to aid the student in helping him choose his major study is counseling.

The Planning and Adopting of the Business Teacher-Training Curriculum:

TABLE XIX

Responsibility for the Planning and Adopting of the Business
Teacher-Training Curriculum Among the Member Institutions

Organization	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
Not Stated	2	1	3	6	3	1	2
Curriculum Committee	4	3	4	11	5	4	2
Planned by Dept. Concerned & Approved by Curr. Comm.	8	11	8	27	15	9	3
Department Concerned	10	8	7	25	18	5	2
Planned by Dept. Concerned & Approved by College Staff:		5	3	8	6		2
Others	3	4	3	10	7	1	2
TOTAL	27	32	28	87	54	20	13

Table XIX shows who is responsible for the planning and adopting of the business teacher-training curriculum among the member institutions of the Association. Twenty-seven institutions have their curriculum planned by the business education department and approved by a curriculum committee as compared with 25 institutions where the business teacher-training curriculum is planned and approved by the business education department. Of the 27 institutions who have their business teacher-training curriculum planned by the department and approved by a curriculum committee there are 15 public, 9 private and 3 denominational. By taking the 8 public teachers colleges from the total of 15 public institutions it is seen that the public and private institutions are about equally divided. Of those institutions where only the department plans and adopts the business teacher-training curriculum the ratio is 3/4 for public, 1/4 for private and 1/12 for denominational institutions as compared with 3/5 for public, 1/4 for private

and 1/7 for denominational when the study is taken as a whole. "Others," includes such methods of planning and adopting as: the entire institutional staff is used by two institutions to both plan and adopt the business teacher-training curriculum. Three institutions have the curriculum planned by the business education department in collaboration with a curriculum committee and then the curriculum must be approved by the entire institutional staff. One institution has its curriculum set by the State Department of Education. One institution has its program planned and adopted by the co-work of the head of the business education department and the dean of the college of education.

Thus, it seems that a pattern exists as to the planning of the business teacher-training curriculum and that is by the department concerned but there is no pattern as to the adoption of the business teacher-training curriculum once it has been planned.

Business Content Courses that are Offered by Correspondence:

TABLE XX

The Business Content Courses that are Offered by Correspondence

Business Content: Courses	Type of Institution			Total	Control of Institution		
	:Teachers: :Colleges:	Univer- sities	:Four-Yr. :Colleges:		:Public	:Private:	:Den.
None	: 16	: 24	: 26	: 66	: 35	: 18	: 13
Accounting	: 10	: 8	: 1	: 19	: 17	: 2	:
Business Law	: 9	: 7	: 1	: 17	: 16	: 1	:
Economics	: 8	: 7	:	: 15	: 13	: 2	:
Shorthand	: 3	: 4	:	: 7	: 7	:	:
Typewriting	: 2	: 4	:	: 6	: 6	:	:
Others	: 5	: 3	: 1	: 9	: 9	:	:

Table XX, page 40, shows the business content courses that are offered by correspondence by the different member institutions. A total of 66, approximately 75 per cent, of the institutions do not offer any business content courses by correspondence. Of the three main courses offered: accounting leads with 19 institutions offering it, business law is second with 17 institutions and economics comes third with 15 institutions. It is interesting to note that 7 institutions offer shorthand and 6 institutions offer typewriting by correspondence. Of all the institutions offering work in business content subjects by correspondence they are all public as to control except 5 which are private. There are no denominational institutions that offer business content courses by correspondence. There is a definite pattern which shows that the majority of the member institutions do not offer business content courses by correspondence.

Business Content Courses that are Offered by Extension:

TABLE XXI

Business Content Courses Offered by Extension

Business Content: Courses	Type of Institution			Total	Control of Institution		
	Teachers:	Univer- :Colleges:	Four-Yr. :Colleges:		Public	Private	Den.
None	22	25	26	73	41	19	13
Accounting	2	4	2	8	8		
Economics	1	6	1	8	8		
Shorthand	3	2		5	5		
Typewriting	2	1	1	4	4		
Business English	1	2		3	3		
Business Law	1	2		3	3		
Others	3	1		4	3	1	

Table XXI, page 41, shows the business content courses that are offered by extension by the member institutions of the Association. There are 73, approximately 87 per cent, of the institutions that do not offer any business content courses. Of this total 22 are teachers colleges, 25 universities and 26 four-year colleges. "Others," includes two institutions offering office machines. Filing and business organization are offered by one institution each. A definite pattern exists in that the member institutions do not offer business content courses by extension.

Proportion of Correspondence and/or Extension Work Accepted Toward a Degree in Business Education:

TABLE XXII

Proportion of Correspondence and/or Extension Work Accepted
Toward a Degree in Business Education

Proportion Applicable	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.		Public	Private	Den.
	Colleges:	sities	Colleges:				
Not Stated	5	5	6	16	11	2	3
None Applicable	6	13	20	39	15	15	9
One-Fourth	11	9	2	22	19	2	1
One-Fifth	3	1		4	4		
Others	2	4		6	5	1	
TOTAL	27	32	28	87	54	20	13

The above Table shows the amount of correspondence and/or extension work that is accepted toward a B. S. degree in business education by the member institutions. Sixteen institutions did not state the amount of correspondence and/or extension work that they would accept. Thirty-nine, approximately 45 per cent, of the institutions will not apply any correspondence

and/or extension work toward a degree in business education. Of this number 13 are universities and 20 are four-year colleges. Thus, it can be said that a pattern exists among the four-year colleges as a whole in that they do not accept correspondence and/or extension work toward a degree in business education. As to control the 20 four-year colleges represent 4 public, 7 private and 9 denominational institutions. Twenty-two of the institutions allow one-fourth of the degree requirements to be filled by correspondence and/or extension work. Of this total, 19 are public, which includes 10 teachers colleges, 7 universities and 2 four-year colleges. There is no definite pattern existing as to the amount of correspondence and/or extension work that is applicable toward a degree in business education. For those that do accept correspondence and/or extension work 1/4 of the degree requirement is the most common amount that is accepted.

College Credit Granted for Work Previously Done in High School:

TABLE XXIII

Number of Member Institutions that Grant College Credit
for Work Previously Done in High School

Credit Granted	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.				
	Colleges:	sities	Colleges:		Public	Private	Den.
No Credit Granted	25	25	23	73	46	17	10
Credit Granted	2*	7*	5	14	8	3	3
TOTAL	27	32	28	87	54	20	13

*Three institutions, 1 public teachers college, 1 public and 1 private universities, state that credit is given "Only on courses in excess of 15 credits and when course in advance has been taken with at least "B" grade."

The above Table shows those institutions that grant college credit for work that has been previously completed in high school. Seventy-three,

approximately 87 per cent, of the institutions do not grant any credit for work that has been completed in high school prior to the college entrance of the student. Of the 14 institutions that do grant credit for work previously done in high school 3 state the conditions under which they will accept the credit, which is: "Only courses in excess of 15 credits and when course in advance has been taken with at least "B" grade." A definite pattern exists among the member institutions both as to type and control in that they do not give college credit for work that has previously been completed in high school.

Of the 2 public teachers colleges that grant credit for work that has been previously completed in high school both grant 2 units for typewriting and 3 units for bookkeeping. One grants 3 units for shorthand and the other grants 6 units. The 7 universities that grant college credit for high school work consist of 4 public and 3 private institutions. Three universities, 2 public and 1 private, grant 4 units of credit for typewriting. Three universities, 2 public and 1 private, grant 6 units for shorthand; whereas, 1 private university grants only four units. One public university grants 9 units in bookkeeping. Of the total of 5 four-year colleges that grant credit for work that has been previously completed in high school there are 2 public and 3 denominational institutions. Shorthand is given a credit of 3, 4 and 6 units by three respective four-year colleges. Typewriting is given a credit of 2 units by 2 four-year colleges and 6 units by another. Bookkeeping is given a credit of 6 units by one four-year college. One four-year college gives credit according to the petition that is presented by the student who is asking for credit.

College Credit Given by Evaluation for Work Previously Completed in Business College:

TABLE XXIV

Number of Member Institutions that Grant College Credit by Evaluation for Work Previously Completed in Business College

Credit Granted	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.				
	Colleges:	sities	Colleges:		Public	Private	Den.
Credit Granted	2	2	6	10	6	2	2
No Credit Granted	25	30	22	77	48	18	11
TOTAL	27	32	28	87	54	20	13

Table XXIV shows those member institutions that grant college credit by evaluation for work that has been previously completed in business colleges. Seventy-seven, approximately 89 per cent, of the institutions do not grant college credit by evaluation for work of this kind. Thus, there is a definite pattern existing both as to type and control in that the member institutions do not grant college credit by evaluation for work that has been previously completed in some business college.

The 2 public teachers colleges that grant credit by evaluation for work previously completed in business college do not state the exact amount of work that is acceptable but only state: "Depends on the individual and the institution in which the work was done." For the 2 public universities granting college credit for work previously done in business college one university grants 6 units respectively for accounting, business English, and business law and 2 units for office machines. The office of the registrar of the other university determines the amount of credit that shall be granted for work previously completed in business college.

Of the 6 four-year colleges that grant credit for work previously completed in business college the total consists of 2 public, 2 private and 2 denominational. One of the public four-year colleges states that: "Credit is granted by evaluation from all accredited, degree granting business colleges." The other public four-year college given the following semester hours of credit for subjects taken in business college: typewriting 4, shorthand 6, accounting 6, office machines 2, business law 3, business mathematics 3, general business 3 and business English 3. Of the two private four-year colleges one failed to state the exact number of semester hours of credit given while the other stated: "By both evaluation and examination for a total of 32 semester hours but not more than 16 in any one field." For the 2 denominational four-year colleges one stated that it would accept the credit of the business college providing the business college was recognized by the state. The other denominational four-year college gives the following semester hours of credit: typewriting 3, shorthand 3 and accounting 3.

College Credit Given by Examination for Work Previously Completed in Business College:

TABLE XXV

Number of Member Institutions that Grant College Credit by Examination for Work Previously Completed in Business Colleges

Credit Granted	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.				
	Colleges:	sities	Colleges:		Public	Private	Den.
Credit Granted	9	14	7	30	21	6	3
No Credit Granted	18	18	21	57	33	14	10
TOTAL	27	32	28	87	54	20	13

Table XXV, page 46, shows those member institutions that grant college credit by examination for work that was previously completed in business college. Fifty-seven, approximately 66 per cent, of the institutions do not even grant college credit by examination for work that has been previously completed in some business college. Of this number there are 18 teachers colleges, 18 universities and 21 four-year colleges. Of the 33 public institutions represented in this total there are 18 teachers colleges, 10 universities and 5 four-year colleges. There are 30 institutions that do grant credit by examination for work that has previously been completed in business college. Of the 21 public institutions that are included within this total they consist of 8 teachers colleges, 10 universities and 3 four-year colleges. In comparing the public teachers colleges it is seen that 18 do not accept credit from business colleges by examination while 8 do. Of the public universities 10 do not accept credit; whereas, 10 do accept credit by examination. In the denominational four-year colleges 9 do not accept credit and 3 do. Thus, no definite pattern exists as to whether the member institutions will accept credit by examination from business colleges, but the majority of cases, 66 per cent, will not accept business college work under any conditions.

Table XXVI, page 48, shows that typewriting in the public teachers colleges is given a credit of 2 semester hours by two institutions and 5 and 6 semester hours by one teachers college respectively. The rest of the Table is read in the same manner. Due to the small representation of the member institutions who grant credit for work previously completed in business college there is no definite pattern existing for the number of semester hours of credit granted for any one subject.

TABLE XXVI

Credit Granted by Examination by the Different Institutions
for Work Previously Completed in Business College

<u>Institution</u>	<u>Subject</u>	<u>Credit Granted Upon Examination</u>									
		1	2	3	4	5	6	7	8	9	10
Public Teachers Colleges*	- Typewriting	:	2	:	:	1	1	:	:	:	:
	- Shorthand	:	:	:	:	:	3	:	1	:	:
	- Accounting	:	:	1	:	:	1	:	1	:	:
	- Office Machines	:	1	:	:	:	:	:	:	:	:
	- Business Law	:	:	2	:	:	:	:	:	:	:
	- General Business	:	:	1	:	:	:	:	:	:	:
	- Marketing	:	1	:	:	:	:	:	:	:	:
	- Advertising	1	:	:	:	:	:	:	:	:	:
	- Salesmanship	1	:	:	:	:	:	:	:	:	:
Private Teachers College	- Typewriting	:	:	:	:	:	1	:	:	:	:
	- Shorthand	:	:	:	:	:	1	:	:	:	:
Public Universities**	- Typewriting	:	:	1	6	:	:	:	:	:	:
	- Shorthand	:	:	:	:	1	4	:	:	:	2
	- Accounting	:	:	:	:	:	:	:	:	:	:
	- Office Machines	:	2	:	:	:	:	:	:	:	:
	- Business English	:	:	1	:	:	:	:	:	:	:
	- Business Law	:	:	:	:	:	2	:	:	:	:
	- General Business	:	:	1	:	:	:	:	:	:	:

*One public teachers college failed to state the amount of credit given but simply stated that: "It is limited to the amount of credit we allow for the same courses. No credit for courses not offered here."

**One university stated: "During the junior year a student may take a proficiency examination and receive 1/2 credit for the course, provided it is not a freshman course."

TABLE XXVI - Continued

<u>Institution</u>	<u>Subject</u>	<u>Credit Granted Upon Examination</u>									
		1	2	3	4	5	6	7	8	9	10
Private Universities	- Typewriting	:	1	:	:	:	:	:	:	:	:
	- Shorthand	:	:	:	2	:	1	:	:	:	:
	- Accounting	:	:	:	:	:	1	:	:	:	:
Public Four-Year Colleges*	- Typewriting	:	:	:	1	:	1	:	:	:	:
	- Shorthand	:	:	:	1	:	1	:	:	:	:
	- Accounting	:	:	:	:	:	2	:	:	:	:
Den. Four-Year Colleges**	- Typewriting	:	:	:	:	:	:	:	:	:	:
	- Shorthand	:	:	1	:	:	1	:	:	:	:
	- Accounting	:	:	:	:	:	:	:	:	:	1
	- Business Mathematics	:	:	:	:	:	1	:	:	:	:
	- Business English	:	:	1	:	:	:	:	:	:	:
	- Finance	:	:	:	:	:	1	:	:	:	:
	- Business Law	:	:	:	:	:	:	:	1	:	:
	- Business Adm.	:	:	:	:	:	1	:	:	:	:

*One public four-year college stated: "Credit received both by evaluation and examination for a total of 32 semester hours but not more than 16 semester hours in any one field."

**One denominational four-year college stated: "We accept a total of 30 semester hours only."

The private four-year college which grants credit by examination for work previously completed in business college failed to state the amount of credit granted.

Maximum Amount of Credit Accepted on Transfer Toward a B. S. Degree:

Table XXVI, page 50, shows the maximum amount of credit that is accepted by transfer from accredited colleges and/or universities toward a

TABLE XXVI

Maximum Amount of Credit Accepted on Transfer from Accredited
Colleges and Universities Toward a B. S. Degree

Amount of Credit: Accepted	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
3/4 of Degree Requirement	24	30	21	75	47	18	10
1/2 of Degree Requirement	3	1	5	9	4	2	3
7/8 of Degree Requirement			2	2	2		
Determined by Registrar		1		1	1		
TOTAL	27	32	28	87	54	20	13

B. S. degree in business education. Seventy-five, approximately 86 per cent, of the institutions will accept 3/4 of the degree requirement from other accredited institutions. There is definitely a pattern existing, both as to type and control, in that the member institutions as a whole will allow a student to transfer 3/4 of his degree requirements from another accredited institution.

Minimum Residence Required for a B. S. Degree in Business Education:

TABLE XXVII

Minimum Number of Semester Hours in Residence Required
for a B. S. Degree in Business Education

Residence Credit: Required	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities	Four-Yr. Colleges:		Public	Private	Den.
1/4 of Degree Requirement	24	30	21	75	47	18	10
1/2 of Degree Requirement	3	1	5	9	4	2	3
1/8 of Degree Requirement			2	2	2		
Determined by Registrar		1		1	1		
TOTAL	27	32	28	87	54	20	13

Table XXVII, page 50, shows the minimum number of semester hours of residence work that is required to be taken in the institution from which the student expects to obtain his B. S. degree in business education. Seventy-five, approximately 86 per cent, of the institutions require that the student only complete $1/4$ of his degree requirements in residence at the institution from which he is to receive his degree. This Table is just the reverse of Table XXVI, page 50. Thus, there is a definite pattern, both as to type and control, in that the member institutions as a whole require that the student complete $1/4$ of his degree requirements in residence at the institution from which he expects to obtain his degree.

CHPATER III

THE BUSINESS CONTENT AND FUNDAMENTAL AND PROFESSIONAL EDUCATION COURSES OFFERED FOR PROSPECTIVE SECONDARY SCHOOL BUSINESS TEACHERS WITH SEMESTER HOURS OF CREDIT GRANTED, HOURS OF RECITATION AND HOURS OF LABORATORY PER WEEK REQUIRED

In trying to determine the number of semester hours granted by the different types of institutions of the Association for each of the following business content courses, it is not the aim or purpose of this study to try to cover all the subjects which belong to the classification "business content" but to take those courses that are most common and which are required more often, than any other course, of the candidate for a B. S. degree in the field of business education. The same is true in regard to fundamental and professional education courses. Extreme cases: for example, an institution which gives a major of 30 semester hours in the field of marketing, retailing or salesmanship has not been considered within this study.

There are 27, 26 public and 1 private, teachers colleges included in this study. As the data concerning the private teachers college were in conformity with the 26 public teachers colleges both types of institutions will be considered under the heading "teachers colleges" for the data in this chapter.

Table XXVIII, page 53, shows the number of semester hours of credit, the hours of recitation per week and the hours of laboratory per week, for first- and second-year typewriting. The Table is read in the following manner: There is 1 teachers college that does not grant credit for the first-year in typewriting but requires the students to spend 3 hours per week in recitation and 3 hours per week in laboratory. One teachers college grants

TABLE XXVIII

Typewriting in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Typewriting	0	:	:	1	:	:	:	1	:	:	:	1	:	:
	1	:	:	1	:	:	:	1	1	:	:	:	:	:
	2	:	:	1	3	1	:	5	4	:	:	1	:	:
	3	:	:	2	:	:	2	4	3	:	:	1	:	:
	4	:	:	2	1	4	:	7	4	1	2	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	3	1	:	:	4	:	:	:	4	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	1	:	:	1	1	:	:	:	:	:
	9	:	:	2	1	:	:	3	2	:	:	1	:	:
Total		:	:	3	13	8	2	26*	15	1	2	8	:	:

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Typewriting	0	:	:	:	:	:	:	:	:	:	:	:	:	:
	1	:	:	1	:	:	:	1	1	:	:	:	:	:
	2	:	:	2	1	1	:	4	2	:	1	1	:	:
	3	:	:	2	1	1	:	4	2	1	:	1	:	:
	4	:	:	1	2	1	:	4	2	:	:	1	1	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	1	:	:	:	1	1	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	:	:	:	:	:	:	:	:	:
	9	:	:	1	:	:	:	1	:	:	:	1	:	:
Total		:	:	2	7	4	2	15**	8	1	1	4	1	:

*One public teachers college does not offer first-year typewriting.

**Twelve teachers colleges do not offer a course in second-year typewriting.

1 semester hour of credit and requires that 3 hours per week be spent in classroom recitation without any laboratory work; 5 grant 2 semester hours of credit with 1 requiring 2, 3 requiring 3 and 1 requiring 4 hours recitation per week respectively, with 1 requiring 3 hours laboratory and 4 requiring no laboratory per week for a period of one semester. Four institutions grant 3 semester hours of credit, 2 requiring 3 and 2 requiring 5 hours recitation per week with 3 requiring no laboratory and 1 requiring 3 hours laboratory per week for a period of one semester. Seven teachers colleges grant 4 semester hours of credit for first-year typewriting; 2 require 2 hours recitation per week; 1 requires 3 hours and 4 require 4 hours. Four of the 7 teachers colleges do not require any laboratory while 1 requires 1 hour and 2 require 2 hours. The remainder of the Table, the second part of the Table which deals with second-year typewriting, as well as the tables in this chapter are read in the same manner.

From the above Table it is seen that there is no definite pattern among the teachers colleges of the Association in regard to credit granted, recitations per week, or laboratory per week for first- and second-year typewriting.

Table XXIX, page 55, shows the number of semester hours of credit, the hours of recitation per week and the hours of laboratory per week, for first- and second-year shorthand. For first-year shorthand there are two definite patterns in regard to number of semester hours granted; namely, 6 and 9 respectively, with 50 per cent of the cases requiring 3 hours recitation per week for a period of one semester. Also, a pattern is existing in that no laboratory work is required of either first- or second-year shorthand.

TABLE XXIX

Shorthand in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Shorthand	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	1	:	2	3	1	:	1	1	:	:	:
	4	:	:	:	1	:	1	1	:	:	:	:	:	:
	5	:	:	:	:	1	1	1	:	:	:	:	:	:
	6	:	1	5	1	2	9	7	:	1	1	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	1	:	1	:	:	:	1	:	:	:
	9	:	:	5	2	4	11	10	:	:	1	:	:	:
Total		:	1	11	5	9	26*	20	:	2	4	:	:	:

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Shorthand	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	3	1	5	9	8	:	1	:	:	:	:
	4	:	:	:	2	:	2	2	:	:	:	:	:	:
	5	:	:	:	:	1	1	:	:	:	:	:	1	:
	6	:	:	4	:	1	5	4	:	:	1	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	:	:	:	:	:	:	:	:	:
	9	:	:	2	:	1	3	2	:	:	1	:	:	:
Total		:	:	9	3	8	20**	14	:	1	2	:	1	:

*One teachers college requires first-year shorthand to be taken five hours per week without credit and during the second year the student receives four semester hours of credit for the second-year course.

**Seven teachers colleges do not offer a course in second-year shorthand.

TABLE XXX

Accounting in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	1	1	1	:	3	1	:	1	1	:	:
	4	:	:	:	2	:	:	2	2	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	7	:	3	:	10	9	:	:	1	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	1	:	:	:	:	1	:	:	:	:	1	:
	9	:	:	10	:	1	:	11	9	:	2	:	:	:
Total		:	1	18	3	5	:	27	21	:	3	2	1	:

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	6	1	2	:	9	7	:	1	1	:	:
	4	:	:	2	2	:	:	4	4	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	7	:	1	:	8	8	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	:	:	:	:	:	:	:	:	:
	9	:	:	6	:	:	:	6	5	:	1	:	:	:
Total		:	:	21	3	3	:	27	24	:	2	1	:	:

Table XXX, page 56, shows the number of semester hours of credit, the hours of recitation per week and the hours of laboratory per week for first- and second-year accounting. Two definite patterns exist both in the first- and second-year accounting in that they grant 6 and 9; 3, 6 and 9 semester hours of credit respectively. Also, a pattern is existing in that no laboratory work is required of either first- or second-year accounting.

TABLE XXXI

Office Practice in Teachers Colleges

Subject	Credit	Recitations Per Week :						Laboratory Per Week					
		0	1	2	3	4	5	0	1	2	3	4	5
Office Practice	1	:	:	:	:	:	:	:	:	:	:	:	:
	2	2	:	1	1	1	1	6	3	:	2	:	1
	3	:	:	1	6	:	2	9	6	:	3	:	:
	Total	2	:	2	7	1	3	15*	9	:	2	3	1

*Twelve teachers colleges do not offer a course in office practice.

The above table shows the number of semester hours of credit, the hours of recitation per week and the hours of laboratory per week for office practice. There is no definite pattern existing among the teachers colleges of the Association in regard to office practice.

TABLE XXXII

Filing in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Filing	1	:	2	1	:	:	:	3	2	1	:	:	:	
Total		:	2	1	:	:	:	3*	2	1	:	:	:	

*Twenty-four teachers colleges do not offer filing as a distinct course.

Table XXXII, page 57, shows the 3 teachers colleges that offer a course in filing. Each grants 1 semester hour of credit, 2 of them require 1 hour of recitation per week while the remaining 1 requires 2 hours recitation per week with 1 hour of laboratory, with each course being 1 semester in duration. It was indicated that filing is often combined with the course "office practice."

TABLE XXXIII

Business English in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business English	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	1	:	:	2	2	:	:	:	:	:
	3	:	:	:	13	:	:	13	13	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
	Total	:	:	1	16	:	:	17*	17	:	:	:	:	:

*Ten teachers colleges do not offer a course in business English.

The above Table shows the 17 teachers colleges that offer business English. Two grant 2 semester hours of credit, each requiring 2 and 3 hours recitation respectively per week for a period of one semester without any laboratory work. Thirteen grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of one semester without any laboratory, while 2 grant 6 semester hours of credit with each requiring 3 hours of recitation per week for a period of 2 semesters without any laboratory work. The existing pattern among the teachers colleges of the Association is that they grant 1 semester hour of credit for each hour recitation per week for a period of 1 semester without any laboratory work.

TABLE XXXIV

Elementary Economics in Teachers Colleges

Subject	Credit	Recitations Per Week :							Laboratory Per Week						
		0	1	2	3	4	5	Total	0	1	2	3	4	5	
Elementary Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:	
		:	:	:	:	:	:	:	:	:	:	:	:		
	2	:	:	:	:	:	:	:	:	:	:	:	:		
		:	:	:	:	:	:	:	:	:	:	:	:		
	3	:	:	16	:	:	:	16	14	:	:	2	:	:	
		:	:	:	:	:	:	:	:	:	:	:	:		
	4	:	:	:	:	:	:	:	:	:	:	:	:		
		:	:	:	:	:	:	:	:	:	:	:	:		
	5	:	:	:	:	:	:	:	:	:	:	:	:		
		:	:	:	:	:	:	:	:	:	:	:	:		
	6	:	:	6	:	:	:	6	6	:	:	:	:	:	
		:	:	:	:	:	:	:	:	:	:	:	:		
Total		:	:	22	:	:	22*	20	:	:	2	:	:		

*Five teachers colleges do not offer a course in elementary economics.

The above Table shows the 22 teachers colleges offering elementary economics. Sixteen offer only 1 course, granting a credit of 3 semester hour of credit for 3 hours recitation per week for a period of one semester; of this number 14 do not require any laboratory work while 2 require 3 hours per week. Six institutions offer 6 semester hours of credit, each requiring 3 hours recitations per week for a period of 2 semesters without any laboratory work. There is a definite pattern existing in that 1 semester hour of credit is granted for each hour of classroom recitation per week for a period of 1 semester.

Table XXXV, page 60, shows the 16 teachers colleges that offer advanced economics. Of this number 12 grant a credit of 3 semester hours for 3 hours recitation per week for a period of 1 semester, 11 do not require any laboratory work while 1 requires 3 hours. Four teachers colleges offer 2 courses in advanced economics, granting a total of 6 semester hours of credit, requiring 3 hours of recitation per week for a period of 2 semesters

TABLE XXXV

Advanced Economics in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	12	:	:	:	12	11	:	:	1	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	4	:	:	:	4	4	:	:	:	:	:
Total		:	:	16	:	:	:	16*	15	:	:	1	:	:

*Eleven teachers colleges do not offer a course in advanced economics.

with no laboratory work. The pattern existing is that of granting 1 semester hour for each hour of class recitation per week for a period of 1 semester.

TABLE XXXVI

Business Law in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business Law	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	6	:	:	1	7	7	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	18	:	:	:	18	18	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	:	:	:	:	:	:	:	:	:
	9	:	:	2	:	:	:	2	2	:	:	:	:	:
Total		:	:	26	:	:	1	27	27	:	:	:	:	:

Table XXXVI, page 60, shows that all 27 teachers colleges offer business law as a business content course. It is seen that 2 patterns are existing in regard to business law: (1) that the teachers colleges of the Association grant 1 semester hour of credit for each hour of recitation per week for a period of 1 semester without any laboratory work, and (2) that 6 semester hours of credit for business law is the common amount offered.

TABLE XXXVII
Labor Problems In Teachers Colleges

Subject	Credit	Recitation Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Labor Problems	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	8	:	:	8	8	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	:	9	:	:	9*	9	:	:	:	:	:

*Eighteen Teachers colleges do not offer a course in labor problems.

The above Table shows the 9 teachers colleges that offer a course in labor problems. Eight grant a credit of 3 semester hours, requiring 3 hours of recitation per week for a period of 1 semester without any laboratory. One teachers college grants 6 semester hours of credit, required 3 hours of recitation per week for a period of 2 semesters without any laboratory.

Table XXXVIII, page 62, shows the 6 teachers colleges that offer a course in office management. Five grant a credit of 3 semester hours, requiring 3 hours recitation per week for a period of 1 semester without any laboratory; while 1 grant 2 semester hours of credit, requiring 3 hours recitations per week for a period of 1 semester without any laboratory.

TABLE XXXVIII

Office Management in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	1	:	:	1	1	:	:	:	:	:
	3	:	:	:	5	:	:	5	5	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	:
	Total	:	:	:	6	:	:	6*	6	:	:	:	:	:

*Twenty-one do not offer a course in office management.

TABLE XXXIX

Office Machines in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Machines	1	:	:	2	:	:	:	2	:	:	1	1	:	:
	2	2	:	1	:	1	:	4	2	:	:	:	2	:
	3	1	:	:	4	:	1	6	3	:	:	2	:	1
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		3	2	1	5	1	1	13*	6	1	1	2	2	1

*Fourteen teachers colleges do not offer an office machines course.

The above table shows the 13 teachers colleges that offer a course in office machines. No pattern is existing among the member institutions either as to recitations per week, laboratory per week or number of semesters hours of credit granted.

Table XL, page 63, shows the 23 teachers colleges which offer a course in business mathematics. Four grant 2 semester hours of credit,

requiring 2 hours of credit for a period of 1 semester; while 12 grant 3 semester hours of credit with 3 hours recitation per week for a period of one semester without any laboratory. Seven institutions grant 6 semester hours of credit with 3 hours recitation per week for a period of two semesters without any laboratory. A pattern exists among the teachers colleges of the Association in that they give 1 semester hour for each hour of class recitation per week for a period of one semester without any laboratory for the course of "business mathematics."

TABLE XL

Business Mathematics in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business Mathematics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	4	:	:	:	4	4	:	:	:	:	:
	3	:	:	:	12	:	:	12	12	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	7	:	:	7	7	:	:	:	:	:
	Total	:	:	4	19	:	:	23*	23	:	:	:	:	:

*Four teachers colleges do not offer a course in business mathematics.

Table XLI, page 64, shows the 14 teachers colleges that offer a course in money and banking. Thirteen grant 3 semester hours of credit; 12 require 3 hours recitation per week, and 1 requires 5 hours recitation per week for a period of 1 semester without any laboratory. One grants 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters without any laboratory. The only pattern existing

among the teachers colleges of the Association in regard to money and banking is that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without any laboratory.

TABLE XLI

Money and Banking in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Money and Banking	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	12	:	:	1	13	13	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	1	:	:	:	1	1	:	:	:	:	:
Total		:	:	13	:	:	1	14*	14	:	:	:	:	:

*Thirteen teachers colleges do not offer a course in money and banking.

Table XLII, page 65, shows the teachers colleges that offer a course in industrial management. Two grant 2 and 3 semester hours of credit respectively, requiring 2 and 3 hours recitation per week respectively for a period of 1 semester; while 1 grants 6 semester hours, requiring 3 hours recitation per week for a period of 2 semesters.

Table XLIII, page 65, shows the 7 teachers colleges that offer a course in corporation finance.

Table XLIV, page 66, shows the 6 teachers colleges that offer a course in marketing. The institution granting 6 semester hours of credit requires that the course be taken for a period of 2 semesters; whereas, the others require that the course be taken for only a period of 1 semester.

TABLE XLII

Industrial Management in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Industrial Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	1	:	:	1	1	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	:	1	2	:	:	3*	3	:	:	:	:	:

*Twenty-four teachers colleges do not offer a course in industrial management.

TABLE XLIII

Corporation Finance in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Corporation Finance	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	6	:	1	7	7	:	:	:	:	:
	Total	:	:	:	6	:	1	7*	7	:	:	:	:	:

*Twenty teachers colleges do not offer a course in corporation finance.

TABLE XLIV

Marketing in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Marketing	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	4	:	:	:	4	4	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	1	:	:	:	1	1	:	:	:	:	:
	Total	:	:	6	:	:	:	6*	6	:	:	:	:	:

*Twenty-one teachers colleges do not offer a course in marketing.

TABLE XLV

Penmanship in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Penmanship	1	:	:	4	:	:	:	4	4	:	:	:	:	:
	2	:	:	:	1	:	:	1	1	:	:	:	:	:
	3	:	:	2	:	:	:	2	2	:	:	:	:	:
	Total	:	:	6	1	:	:	7*	7	:	:	:	:	:

*Twenty teachers colleges do not offer a course in penmanship.

The above table shows the 7 teachers colleges that offer a course in penmanship. Each institution requires that the course be 1 semester in length.

TABLE XLVI

Salesmanship in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Salesmanship	1	:	:	2	:	:	:	2	2	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	13	:	:	13	13	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	2	14	:	:	16*	16	:	:	:	:	:

*Eleven teachers colleges do not offer a course in salesmanship.

The above Table shows the 16 teachers colleges that offer a course in salesmanship. The 1 institution that grants 6 semester hours of credit requires that the course be taken for a period of 2 semesters; whereas, the other institutions only require that the course be taken for a period of 1 semester. The two patterns existing in regard to salesmanship are: (1) that 1 semester hour of credit be granted for each hour of recitation per week for a period of 1 semester, and (2) 3 semester hours recitation per semester is the most frequently amount given by the teachers colleges of the Association.

Table XLVII, page 68, shows the 7 teachers colleges that offer a course in merchandising. The institution granting 6 semester hours of credit requires that the course last for a period of 2 semesters; whereas, the other institutions require only 1 semester of work.

TABLE XLVII

Merchandising in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Merchandising	1	:	:	1	:	:	:	1	1	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
Total		:	:	1	6	:	:	7*	7	:	:	:	:	:

*Twenty teachers colleges do not offer a course in merchandising.

TABLE XLVIII

Advertising in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advertising	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
Total		:	:	1	6	:	:	7*	7	:	:	:	:	:

*Twenty teachers colleges do not offer a course in advertising.

The preceding table shows the 7 teachers colleges that offer a course in advertising.

Table LXIX, page 69, shows the 21 teachers colleges that offer a course in introduction to business. All the institutions require only 1 semester in duration except the 1 granting 6 semester hours of credit and it requires 2 semesters of work. A pattern exists among the teachers

TABLE XLIX

Introduction to Business in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Introduction to Business	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	16	:	1	17	17	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	:	3	17	:	1	21*	21	:	:	:	:	:

*Six teachers colleges do not offer a course in introduction to business.

colleges of the Association in that the common semester credit granted is 3 hours for 3 hours recitation per week without any laboratory. Thus, 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without any laboratory work.

TABLE L

Typewriting in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Typewriting	0	:	:	:	:	1	2	3	3	:	:	:	:	:
	1	1	:	:	:	:	:	1	:	:	:	1	:	:
	2	3	1	:	1	2	2	9	5	:	:	1	3	:
	3	2	:	:	:	:	2	4	2	:	:	1	1	:
	4	2	:	:	:	1	8	11	7	:	:	:	2	2
	5	:	:	:	:	:	2	2	2	:	:	:	:	:
	6	:	1	:	:	1	:	2	:	:	:	:	1	1
	Total	8	2	:	1	5	16	32	19	:	:	3	7	3

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Typewriting	0	:	:	:	:	:	2	2	2	:	:	:	:	:
	1	1	:	:	:	:	:	1	:	:	:	1	:	:
	2	1	:	1	2	2	1	7	4	:	1	:	1	1
	3	1	1	:	1	:	1	4	2	:	:	:	2	:
	4	2	:	1	:	:	5	8	4	:	1	:	2	1
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	:	:	:	:	:	:	:	:	:	:
	Total	5	1	2	3	2	9	22*	12	:	2	1	5	2

*Five public and five private universities do not offer a course in second-year typewriting.

Table L includes 20 public and 12 private universities, the universities being combined as the data concerning both types of institutions were so similar that it was not thought necessary to make separate

tables for them. All the subjects under universities and four-year colleges will be treated in the same manner.

The above Table is read in the following manner: There are three, 1 public and 2 private, universities that do not grant credit for first-year typewriting. Of these three, 1 requires 4 recitations per week while 2 require 5 recitations per week. One private university grants 1 semester hour of credit, requiring no recitations per week but requires 3 hours of laboratory per week. Of the 9 universities granting 2 semester hours of credit, 4 are private and 5 public; of the 4 granting 3 semester hours, all of them are public; of the 11 granting 4 semester hours, 3 are private and 8 public; of the 2 granting 5 semester hours, 1 is private and 1 public; and of the 2 granting 6 semester hours 1 is private and 1 public.

In the second part of the Table which deals with second-year typewriting, there are 2 private universities that require 5 hours recitation per week but do not grant credit for the course. One private university grants 1 semester hour of credit; the 7 granting 2 semester hours are all public; the 4 granting 3 semester hours are all public; and the 8 granting 4 semester hours are evenly divided, giving 4 public and 4 private.

From the above Table it is seen that there isn't any definite pattern existing as to the number of semester hours of credit granted for a definite number of recitations and/or laboratory periods per week. There is a pattern existing only in that one-half of the universities of the Association require 5 recitations periods per week for first-year typewriting.

Table LI, page 72, shows the number of semester hours of credit granted for first- and second-year shorthand, as well as, the recitations per week with the number of hours of laboratory work per week. From Table LI it is

TABLE LI

Shorthand in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Shorthand	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	1	2	1	4	4	:	:	:	:	:
	4	:	1	:	1	2	2	6	5	:	:	1	:	:
	5	:	:	:	:	:	3	3	3	:	:	:	:	:
	6	:	1	:	6	2	5	14	11	:	:	2	1	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	1	1	2	1	5	3	:	:	1	:	1
	9	:	:	:	:	:	:	:	:	:	:	:	:	:
Total		:	2	1	9	8	12	32	26	:	:	4	1	1

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Shorthand	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	1	:	1	1	:	:	:	:	:
	3	:	:	1	4	1	1	7	5	:	:	1	:	1
	4	:	1	1	:	1	2	5	3	:	1	:	1	:
	5	:	:	:	:	:	2	2	2	:	:	:	:	:
	6	:	:	:	6	:	4	10	9	:	:	1	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	1	1	2	:	4	2	:	:	2	:	:
	9	:	:	:	:	:	:	:	:	:	:	:	:	:
Total		:	1	3	11	5	9	29*	22	:	1	4	1	1

*Three private universities do not offer a course in second-year shorthand.

seen that there is no definite pattern as to the number of semester hours of credit, recitations per week or hours of laboratory per week for first-year or second-year shorthand. There is a tendency both in the first- and second-year course of shorthand to grant a total of six semester hours of credit for the year's work, with the majority of institutions requiring three hours of recitation per week and no laboratory work. In first-year shorthand it is more common to find a university requiring 5 recitations per week than any other number; whereas, the universities offering second-year shorthand require three hours of recitation more frequently.

Table LII, page 74, shows the number of semester hours of credit granted, the number of recitations and laboratory hours per week for the universities offering first- and second-year accounting. There seems to be a definite pattern existing in that both first- and second-year accounting receive the number of semester hours of credit that the class meets each week. Thus, those students meeting class three hours per week for a period of one semester would receive 3 semester hours of credit for the course, while those meeting class three hours per week for a period of two semesters would receive 6 semester hours of credit for the course. Three hours recitation per week seems to be the pattern existing both for first- and second-year accounting.

Table LIII, page 75, shows the 30, 12 private and 18 public, universities that offer a course in office practice. Three public universities grant 2 semester hours of credit, 1 requiring no recitation per week but 4 hours laboratory; while, 2 require 2 hours recitation per week for a period of one semester with no laboratory. Of the 21, universities

TABLE LII

Accounting in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	1	:	3	:	:	4	3	:	:	:	1	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	7	15	:	:	22	14	3	4	1	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	1	2	2	5	4	:	:	:	1	:
Total		:	1	:	8	19	2	2	32	22	3	4	1	2

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	2	8	:	:	10	6	:	3	1	:	:
	4	:	:	2	:	1	:	3	3	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	2	14	:	:	16	14	2	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	:	2	2	2	:	:	:	:	:
Total		:	:	6	22	1	2	31*	25	2	3	1	:	:

*One private university does not offer second-year accounting.

TABLE LIII

Office Practice in Universities

Subject	Credit	Recitations Per Week :							Laboratory Per Week						
		0	1	2	3	4	5	Total	0	1	2	3	4	5	
Office Practice	1	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	1	:	2	:	:	:	3	2	:	:	:	1	:	:
	3	:	:	2	14	2	3	21	17	:	1	:	1	2	:
	4	:	1	:	:	1	:	2	1	:	1	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	2	:	2	:	:	4	2	:	:	:	1	1	:
Total		1	3	4	16	3	3	30*	22	:	2	:	3	3	:

*Two public universities do not offer a course in office practice.

granting 3 semester hours of credit, 9 are private and 12 are public; both institutions granting 4 semester hours of credit are private; while, the 4 granting 6 semester hours of credit for a period of 2 semesters in duration consist of 1 private and 3 public. A pattern exists among the universities of the Association in that 3 semester hours is the most common amount of credit granted for the course. No definite pattern exists in regard to number of hours of recitation per week or number of hours of laboratory per week.

Table LIV, page 76, shows the 6, 2 public and 4 private, universities that offer a course in filing. The 2 public institutions offer 2 semester hours of credit and require 2 recitations per week for a period of one semester. Of the 4 private universities, 2 grant 2 semester hours of credit with 1 of these requiring 1 recitation and 2 laboratory periods per week while the other one requires 4 recitations per week with no laboratory work.

TABLE LIV

Filing in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Filing	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	1	2	:	1	:	4	3	:	1	:	:	:
	3	:	:	1	:	:	:	1	:	:	:	1	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	1	3	1	1	:	6*	4	:	1	1	:	:

*Twenty-six, 18 public and 8 private, universities do not offer a course in filing.

Of the other two, 1 requires 2 hours recitation per week with three hours of laboratory work and grants 3 semester hours of credit, while the fourth institution grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters. Thus, there is no pattern existing as to the number of semester hours of credit granted by the different institutions. It was indicated that filing is often combined with the course "office practice."

Table LV, page 77, shows the 29, 11 private and 18 public, universities that offer a course in business English. Of the 5 granting 2 semester hours of credit they are all public; the 13 granting 3 semester hours of credit, 4 are private and 9 are public; both of the universities granting 4 semester hours of credit are private, as well as, the 1 that grants 5 semester hours of credit; the 7 granting 6 semester hours of credit are 3 private and 4 public; while, the 1 granting 8 semester hours of credit is private. The

TABLE LVI

Business English in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business English	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	5	:	:	:	5	5	:	:	:	:	:
	3	:	:	12	1	:	:	13	13	:	:	:	:	:
	4	:	:	2	:	:	:	2	2	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	:	7	:	:	:	7	7	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	1	:	:	:	1	1	:	:	:	:	:
Total		:	:	8	19	1	1	29*	29	:	:	:	:	:

*Three, 2 public and 1 private, universities do not offer a course in business English.

institutions granting 6 and 8 semester hours of credit require that the course be pursued for a length of 2 semesters. A pattern exists in that 1 semester hour of credit is given for each hour recitation per week for a period of 1 semester without any laboratory work. There is a small trend but not a definite pattern in that 3 semester hours is the amount of credit given for business English.

Table LVII, page 78, shows the 31, 12 private and 19 public, universities that offer a course in elementary economics. The university granting 2 semester hours of credit is public; the 8 granting 3 semester hours of credit are divided into 1 private and 7 public; the 1 granting 4 semester hours of credit is private; the 1 granting 5 semester hours of

TABLE LVIII

Elementary Economics in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Elementary Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	8	:	:	8	8	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	:	1	19	:	:	20	20	:	:	:	:	:
Total		:	:	3	27	:	1	31*	31	:	:	:	:	:

*One public university does not offer a course in elementary economics.

credit is private; while, the 20 granting 6 semester hours of credit consist of 9 private and 11 public. The universities granting 6 semester hours for elementary economics require that the course be pursued for 2 semesters. There are two definite patterns among the universities of the Association in regard to elementary economics: (1) 1 semester hour of credit is granted for each hour recitation per week for a period of 1 semester and (2) that the majority of the universities grant 6 semester hours of credit for elementary economics.

Table LIX, page 79, shows the 28, 18 public and 10 private, universities that offer a course in advanced economics. Of the 18 public universities, 8 offer 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester; whereas, 10 offer 6 semester hours of credit and require 3 hours of recitation per week for a period of 2 semesters. Of the 10 private universities 3 grant 3 semester hours of credit

TABLE LIX

Advanced Economics in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	11	:	:	:	11	11	:	:	:	:	:
	4	:	1	:	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	1	:	1	1	:	:	:	:	:
	6	:	:	14	:	:	:	14	14	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	1	:	:	:	:	1	1	:	:	:	:	:
Total		:	2	25	:	1	:	28*	28	:	:	:	:	:

*Four, 2 public and 2 private, universities do not offer a course in advanced economics.

and require 3 hours of recitation per week for a period of 1 semester; whereas, 4 grant a credit of 6 semester hours but require 3 hours of recitation per week for a period of 2 semesters. One private university grants 8 semester hours of credit, requiring 2 hours of recitation per week for a period of 2 semesters; 1 grants 4 semester hours of credit and requires 2 hours recitation per week for a period of 2 semesters, and 1 institution grants 5 semester hours of credit, requiring 5 hours recitation per week for a period of 1 semester. None of the public or private universities require laboratory work for advanced economics. From the above data it is seen that the granting of 1 semester hour of credit per hour of recitation for a length of 1 semester is the pattern established by the universities of the Association in regard to advanced economics. Fourteen, 50 per cent,

of the universities grant 6 semester hours as compared with 11, approximately 33 per cent, which grant 3 semester hours.

TABLE LX

Business Law in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business Law	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	5	:	:	5	5	:	:	:	:	:
	4	:	:	2	:	:	:	2	2	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	:	:	22	:	:	22	22	:	:	:	:	:
	Total	:	:	3	27	:	1	31*	31	:	:	:	:	:

One private university does not offer a course in business law.

The preceding Table shows the 31, 11 private and 20 public, universities that offer a course in business law. The university granting 2 semester hours of credit is public; the 5 universities granting 3 semester hours of credit consist of 1 private and 4 public; the 2 granting 4 semester hours of credit are all private; the 1 granting 5 semester hours is private; the 22 granting 6 semester hours of credit consist of 7 private and 15 public. All institutions that grant 6 semester hours of credit require that the course be 2 semesters in duration while the other courses are only 1 semester in length. There are two patterns in regard to business law in the universities of the Association; (1) 1 semester hour of credit is granted for each hour recitation per week for a period of 1 semester, and (2) that the majority of the universities grant 6 semester hours of credit for business law.

TABLE LXI

Labor Problems in Universities

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Labor Problems	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	8	:	:	:	8	8	:	:	:	:	:
	3	:	:	:	17	:	:	17	17	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	:	:	:	:	:	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	1	:	:	:	1	1	:	:	:	:	:
	Total	:	:	9	17	:	:	26*	26	:	:	:	:	:

*Six, 3 public and 3 private, universities do not offer a course in labor problems.

The above Table shows the 26, 17 public and 9 private, universities that offer a course in labor problems. Seventeen, 8 private and 9 public, of the institutions offer 3 semester hours of credit and require 3 hours of recitation per week for a period of one semester; whereas, 8 public universities offer 2 semester hours of credit and require 2 hours of recitation per week for a period of 1 semester. One private university grants 8 semester hours of credit and requires 2 recitations per week for a period of 2 semesters. Neither the public nor private universities require laboratory work. The above Table shows that the universities of the Association offer 1 semester hour of credit for each hour of recitation per week for a period of 1 semester. Also, 3 semester hours of credit is granted in the majority of cases for labor problems.

TABLE LXII

Office Management in Universities

Subject	Credit	Recitations Per Week :							Laboratory Per Week					
		0	1	2	3	4	5	Total	0	1	2	3	4	5
Office Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	5	:	:	:	5	5	:	:	:	:	:
	3	:	:	2	12	:	1	15	12	:	:	3	:	:
	Total	:	:	7	12	:	1	20*	17	:	:	3	:	:

*Twelve, 7 public and 5 private, universities do not offer a course in office management.

The preceding table gives the 20, 13 public and 7 private, universities that offer a course in office management. Fifteen, 5 private and 10 public, of the universities grant 3 semester hours of credit, 12 requiring 3 hours of recitation per week, 2 requiring 2 hours of recitation per week and 1 requiring 5 hours of recitation per week for a period of 1 semester. Of the 15 institutions, 3 require 3 hours of laboratory work per week while 12 do not require any laboratory. Five, 2 private and 3 public institutions, grant 2 semester hours of credit, requiring 2 hours recitation per week for a period of one semester. None of the 5 institutions requires laboratory. From the preceding Table it is seen that a pattern exists among the universities of the Association in that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester.

Table LXIII, page 83, shows the 23, 14 public and 9 private, universities that offer a course in business mathematics. Eighteen, 6 private and 12 public, of the institutions grant 3 semester hours of credit, 16 requiring 3 hours of recitation per week and 2 requiring 5 hours per week for a period of 1 semester. Four, 3 private and 1 public, grant 6 semester

hours of credit, 3 requiring 3 hours of recitation and 1 requiring 2 hours per week for a period of 2 semesters. One public institution grants 5 semester hours of credit but requires 5 hours recitation per week. None of the institutions requires laboratory. The above data shows that the trend among the universities of the Association is to grant 1 semester hour of credit for each hour spent in recitation per week for business mathematics. A pattern exists in that 18 institutions grant 3 semester hours of credit for business mathematics.

TABLE LXIII

Business Mathematics in Universities

Subject	Credit	Recitations Per Week :					: Laboratory Per Week							
		0	1	2	3	4	5	:	0	1	2	3	4	5
Business Mathematics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	16	:	2	18	18	:	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	
5	:	:	:	:	1	1	1	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	
6	:	:	1	3	:	:	4	4	:	:	:	:	:	
	:	:	:	:	:	:	:	:	:	:	:	:	:	
Total		:	:	1	19	:	3	23*	23	:	:	:	:	:

*Nine, 6 public and 3 private, universities do not offer a course in business mathematics.

Table LXIV, page 84, shows the 24, 10 private and 14 public, universities that offer a course in money and banking. Of the 17 universities granting 3 semester hours of credit, 6 are private and 11 are public; the 1 granting 4 semester hours is private; while, the 6 granting 6 semester hours of credit are listed as 3 private and 3 public. The institutions

TABLE LXIV

Money and Banking in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Money and Banking	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	17	:	:	:	17	17	:	:	:	:	:
	4	:	1	:	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	6	:	:	:	6	6	:	:	:	:	:
Total		:	1	23	:	:	:	24*	24	:	:	:	:	:

*Eight, 2 private and 6 public, universities do not offer a course in money and banking.

granting 4 and 6 semester hours of credit respectively require that the course be 2 semesters in duration while the others only require 1 semester's work. The 2 patterns existing in regard to money and banking are: (1) 1 semester hour of credit is granted for each hour recitation per week for a period of 1 semester without any laboratory work and (2) the majority of universities grant 3 semester hours of credit for money and banking.

Table LXV, page 85, shows the 17, 8 private and 9 public, universities that offer a course in industrial management. Nine, 3 private and 6 public, grant 3 semester hours of credit and require 3 hours of recitation per week for a period of 1 semester; while, 8, 5 private and 3 public, grant 6 semester hours and require that the student attend class 3 hours per week for a period of 2 semesters. None of the 17 institutions requires laboratory. Thus, a pattern exists among the universities of the Association in that they grant 1 semester hour of credit for each hour spent per week in recitation for a period of 1 semester.

TABLE LXV

Industrial Management in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Industrial Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	9	:	:	9	9	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	8	:	:	8	8	:	:	:	:	:
Total		:	:	:	17	:	:	17*	17	:	:	:	:	:

*Fifteen, 11 public and 4 private, universities do not offer a course in industrial management.

TABLE LXV

Corporation Finance in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Corporation Finance	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	15	:	:	15	15	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	6	:	:	6	6	:	:	:	:	:
Total		:	:	:	21	:	:	21*	21	:	:	:	:	:

*Eleven, 8 public and 3 private, universities do not offer a course in corporation finance.

The preceding Table shows the 21, 12 public and 9 private, universities that offer a course in corporation finance. Fifteen, 5 private and 10 public, offer 3 semester hours of credit and require 3 hours recitation per

week for a period of 1 semester, while 6 institutions, 4 private and 2 public, offer 6 semester hours of credit for 3 hours of recitation per week for a period of 2 semesters. None of the institutions requires laboratory. Thus, the above data shows that the pattern existing among the universities of the Association in regard to corporation finance, is that of granting 1 semester hour of credit for each hour of recitation per week spent in class for a period of 1 semester.

TABLE LXVI

Office Machines in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Machines	1	2	:	:	:	:	:	2	:	:	:	2	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	2	:	2	7	:	:	11	7	:	1	1	:	2
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	4	:	:	:	4	4	:	:	:	:	:
Total		4	:	5	11	:	:	20*	14	:	3	1	:	2

*Twelve, 8 public and 4 private, universities do not offer a course in office machines.

The preceding Table shows the 20, 12 public and 8 private, universities that offer a course in office machines. Eleven of the institutions grant 3 semester hours of credit; 7, 3 private and 4 public, require 3 hours recitation per week and no laboratory; while, 2 public universities require 2 hours of recitation per week with 2 and 3 hours of laboratory respectively; 2 public institutions require no recitations per week but require 5 hours of laboratory per week for a period of 1 semester. Three public institutions

grant 2 semester hours of credit, each requiring 2 hours of recitation per week with no laboratory work for a period of 1 semester. Four private institutions grant 6 semester hours of credit, requiring 3 hours recitation per week and no laboratory for a period of 2 semesters. Two, 1 private and 1 public, universities grant 1 semester hour of credit, requiring no recitations per week but requiring 2 hours of laboratory per week for a period of 1 semester. From the above data it is seen that no definite pattern exists as to the granting of credit by the universities of the Association for an office machines course, but the trend is toward granting 1 semester hour of credit for each hour of recitation per week for a period of 1 semester.

TABLE LXVI

Marketing in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Marketing	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	20	:	:	20	20	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	1	:	1	1	:	:	:	:	:
Total		:	:	1	21	1	:	23*	23	:	:	:	:	:

*Nine, 4 public and 5 private, universities do not offer a course in marketing.

The above Table shows the 23, 16 public and 7 private, universities that offer a course in marketing. Twenty, 5 private and 15 public, grant 3 semester hours of credit and require 3 hours of recitation per week with no

laboratory, for a period of 1 semester. One public university grants 2 semester hours of credit for 2 hours of recitation per week for a period of 1 semester. Two private universities grant 6 and 8 semester hours of credit requiring 3 and 4 hours of recitation per week respectively for a period of 2 semesters. Thus, again it is seen that the pattern existing among the universities of the Association is to grant 1 semester hour of credit for each hour spent in recitation per week for a period of 1 semester. Also, it is the pattern among the universities of the Association to grant 3 semester hours of credit for marketing.

TABLE LXVII

Economic Geography in Universities

Subject	Credit	Recitations Per Week :							Laboratory Per Week					
		0	1	2	3	4	5	Total	0	1	2	3	4	5
Economic Geography	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	5	:	:	5	5	:	:	:	:	:
	7	:	:	:	:	:	:	:	:	:	:	:	:	:
	8	:	:	:	:	1	:	1	1	:	:	:	:	:
Total		:	:	11	1	:	:	12*	12	:	:	:	:	:

*Twenty, 11 public and 9 private, universities do not offer a course in economic geography.

The preceding table shows the 12, 9 public and 3 private, universities that offer a course in economic geography. Six public universities grant 3 semester hours of credit, requiring 3 hours recitation per week for a period

of 1 semester; while, 5, 2 private and 3 public institutions, grant 6 semester hours of credit, each requiring 3 hours recitation per week for a period of two semesters. One private institution grants 8 semester hours of credit, requiring 4 hours recitation per week for a period of two semesters. None of the institutions requires laboratory. The above data are not sufficient to determine a pattern.

TABLE LXVIII

Introduction to Business in Universities

Subject	Credit	Recitations Per Week :							Laboratory Per Week						
		0	1	2	3	4	5	Total	0	1	2	3	4	5	
Introduction to Business	1	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:	:
	3	:	:	:	10	:	:	10	10	:	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:	:
Total		:	:	2	11	:	:	13*	13	:	:	:	:	:	:

*Nineteen, 10 public and 9 private, universities do not offer introduction to business.

The preceding Table shows the 13, 10 public and 3 private, universities that offer a course in introduction to business. Ten, 8 public and 2 private, grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester, while 1 public university grants 6 semester hours of credit and requires 3 hours of recitation per week for a period of 2 semesters. Two, 1 private and 1 public, universities grant 2 semester hours of credit and require 2 hours of recitation per week for a period of 1 semester. The above number is not considered sufficient to determine whether or not a pattern exists among the universities for this subject.

TABLE LXIX

Salesmanship in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Salesmanship	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	18	:	:	18	18	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	3	19	:	:	22*	22	:	:	:	:	:

*Ten, 7 public and 3 private, universities do not offer a course in salesmanship.

The preceding Table shows the 22, 13 public and 9 private, universities that offer a course in salesmanship. Eighteen, 8 private and 10 public, grant 3 semester hours of credit and require that the student spend 3 hours per week in recitation for a period of one semester. Two public institutions grant 2 semester hours of credit for 2 hours recitation per week for a period of 1 semester; while, 1 private university grants 4 semester hours and 1 public university grants 6 semester hours of credit and requires 2 and 3 hours recitation per week respectively for a period of 2 semesters. Thus, two patterns exist among the universities in regard to salesmanship: (1) 1 semester hour of credit for each hour spent per week in recitation for a period of 1 semester and (2) that the majority of the universities grant 3 semester hours of credit for salesmanship.

TABLE LXX

Typewriting in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Typewriting	0	:	:	:	:	2	4	6	5	:	:	:	1	:
	1	1	:	:	:	1	:	2	1	:	:	1	:	:
	2	1	:	:	5	:	:	6	2	:	1	1	:	2
	3	1	:	:	3	:	:	4	1	:	2	:	1	:
	4	1	:	:	1	1	1	4	2	:	:	1	1	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	5	:	1	6	4	:	:	2	:	:
Total		4	:	:	14	4	6	28	15	:	3	5	3	2

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Typewriting	0	:	:	:	1	1	2	4	3	:	:	:	:	1
	1	1	:	:	:	:	:	1	:	:	:	1	:	:
	2	:	:	3	3	1	:	7	4	:	2	:	:	1
	3	2	:	:	7	:	:	9	5	:	1	2	:	1
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	5	:	:	:	:	1	:	1	1	:	:	:	:	:
	6	:	:	:	1	:	:	1	:	:	:	1	:	:
Total		3	:	3	12	2	4	24*	14	:	3	4	:	3

*Four, 2 public and 2 private, four-year colleges do not offer a course in second-year typewriting.

The preceding Table shows the 28; 8 private, 8 public, and 12 denominational, four-year colleges that offer a course in first- and second-year typewriting. Six; 1 private, 1 public and 4 denominational, four-year colleges do not grant any credit for first-year typewriting; of the 2

granting 1 semester hour of credit, 1 is private and 1 is denominational; of the 6 granting 2 semester hours, 3 are private, 2 public and 1 denominational; of the 4 granting 3 semester hours of credit, 1 is private, 1 is public and 2 are denominational; of the 4 granting 4 semester hours of credit, 1 is private, 1 public and 2 denominational; and of the 6 granting 6 semester hours of credit, 1 is private, 3 are public and 2 are denominational.

The second part of the table which deals with second-year typewriting consists of the following: the 4 institutions granting no credit consist of 1 private, 1 public and 2 denominational; 1 denominational institution grants 1 semester hour; of the 7 granting 2 semester hours of credit, 2 are private, 3 are public and 2 are denominational; of the 9 granting 3 semester hours of credit 3 are private, 2 are public and 4 are denominational; of the 2 granting 4 and 5 semester hours respectively are public; while, the 1 granting 6 semester hours of credit is denominational. The preceding data shows that there is no definite pattern existing among the four-year colleges in regard to typewriting, either as to hours of recitation, hours of laboratory per week, or number of semester hours of credit granted.

Table LXXI, page 93, shows the 28; 8 private, 8 public and 12 denominational, four-year colleges who offer courses in first- and second-year shorthand. The first part of the Table deals with first-year shorthand. Of the 5 institutions which do not grant any credit for first-year shorthand 1 is public and 4 are denominational; of the 2 granting 2 semester hours of credit, 1 is private and 1 is denominational; of the 3 granting 3 semester hours of credit all are denominational; 1 denominational institution grants 4 semester hours of credit. Of the 2 granting 5 semester hours of credit,

TABLE LXXII

Shorthand in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Shorthand	0	:	:	:	1	1	3	5	5	:	:	:	:	:
	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	1	1	:	2	2	:	:	:	:	:
	3	:	:	:	3	:	:	3	3	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	2	2	2	:	:	:	:	:
	6	:	1	:	8	3	3	15	13	:	:	2	:	:
Total		:	1	:	13	6	8	28	26	:	:	2	:	:

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Shorthand	0	:	:	:	:	:	2	2	2	:	:	:	:	:
	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	1	:	:	1	:	:	2	1	:	:	1	:	:
	3	:	:	:	8	:	1	9	7	1	:	1	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	3	3	3	:	:	:	:	:
	6	:	:	1	8	:	2	11	9	:	:	2	:	:
Total		1	:	1	17	:	8	27*	22	1	:	4	:	:

*One four-year denominational college does not offer a course in second-year shorthand.

1 is private and 1 is public; of the 15 four-year colleges granting 6 semester hours of credit 6 are private, 6 are public and 3 are denominational. The second part of the Table shows 27; 8 private, 8 public and 11 denominational, four-year colleges which deals with second-year shorthand. The 2 institutions

which do not grant any credit for second-year shorthand consist of 2 denominational four-year colleges; of the 2 granting 2 semester hours, 1 is private and 1 is denominational; of the 9 granting 3 semester hours of credit, 3 are private, 1 is public and 6 are denominational; of the 3 granting 5 semester hours of credit, 1 is private, 1 is public and 1 is denominational; while, of the 11 granting 6 semester hours of credit 4 are private, 6 are public and 1 is denominational four-year colleges. The preceding data show that there is no pattern existing for shorthand among the four-year colleges of the Association. There is a central tendency of the first- and second-year shorthand to receive 6 semester hours of credit with 3 hours recitation per week being required for a period of 2 semesters without any laboratory.

The first part of Table LXXIII, page 95, shows the 28; 8 private, 8 public and 12 denominational, four-year colleges who offer a course in first-year accounting. The 7 institutions granting 3 semester hours of credit consists of 3 private and 4 denominational; the institutions granting 4 and 5 semester hours are public and private respectively; the 19 granting 6 semester hours of credit consists of 5 private, 7 public and 7 denominational. The second part of the table shows the 27, 8 private, 8 public and 10 denominational, four-year colleges that offer second-year accounting. One public four-year college grants 2 semester hours of credit; the 8 granting 3 semester hours of credit, 4 are private, 1 is public and 3 are denominational; the 1 granting 4 semester hours is denominational; the 16 granting 6 semester hours of credit consists of 4 private, 6 public and 6 denominational four-year colleges.

There is only one definite pattern existing among the four-year colleges of the Association in respect to accounting and that is, that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without any laboratory.

which do not grant any credit for second-year shorthand consist of 2 denominational four-year colleges; of the 2 granting 2 semester hours, 1 is private and 1 is denominational; of the 9 granting 3 semester hours of credit, 3 are private, 1 is public and 6 are denominational; of the 3 granting 5 semester hours of credit, 1 is private, 1 is public and 1 is denominational; while, of the 11 granting 6 semester hours of credit 4 are private, 6 are public and 1 is denominational four-year colleges. The preceding data show that there is no pattern existing for shorthand among the four-year colleges of the Association. There is a central tendency of the first- and second-year shorthand to receive 6 semester hours of credit with 3 hours recitation per week being required for a period of 2 semesters without any laboratory.

The first part of Table LXXIII, page 95, shows the 28; 8 private, 8 public and 12 denominational, four-year colleges who offer a course in first-year accounting. The 7 institutions granting 3 semester hours of credit consists of 3 private and 4 denominational; the institutions granting 4 and 5 semester hours are public and private respectively; the 19 granting 6 semester hours of credit consists of 5 private, 7 public and 7 denominational. The second part of the table shows the 27, 8 private, 8 public and 10 denominational, four-year colleges that offer second-year accounting. One public four-year college grants 2 semester hours of credit; the 8 granting 3 semester hours of credit, 4 are private, 1 is public and 3 are denominational; the 1 granting 4 semester hours is denominational; the 16 granting 6 semester hours of credit consists of 4 private, 6 public and 6 denominational four-year colleges.

There is only one definite pattern existing among the four-year colleges of the Association in respect to accounting and that is, that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without any laboratory.

TABLE LXXIV

Accounting in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
First-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	2	5	:	:	7	2	3	2	:	:	:
	4	:	:	:	1	:	:	1	:	1	:	:	:	:
	5	:	:	:	:	:	1	1	:	:	1	:	:	:
	6	:	1	7	10	1	:	19	5	:	7	3	4	:
Total		:	1	9	16	1	1	28	7	4	10	3	4	:

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Second-Year Accounting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	:	:	:	1	:	:
	3	:	:	1	7	:	:	8	5	1	2	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	5	10	1	:	16	6	1	5	2	2	:
Total		:	:	8	17	1	:	26*	12	2	7	3	2	:

*Two four-year denominational colleges do not offer a course in second-year accounting.

Table LXXV, page 96, shows the 24; 6 private, 8 public and 10 denominational, four-year colleges that offer office practice. Seven; 1 private, 2 public and 4 denominational, institutions grant 2 semester hours of credit; the 14 granting 3 semester hours of credit consists of 3 private, 6 public and 5 denominational; the 1 granting 4 semester hours is denominational; while, the 2 granting 6 semester hours credit, requiring 3 hours

TABLE LXXV

Office Practice in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Practice	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	1	:	5	1	:	:	7	5	:	1	1	:	:
	3	:	3	3	7	:	1	14	7	1	:	3	3	:
	4	:	:	:	:	1	:	1	:	1	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	:	:	:	1	1	:
Total		1	3	8	10	1	1	24	12	2	1	5	4	:

*Two denominational four-year colleges do not offer a course in office practice.

recitation per week for a period of 2 semesters are both private. There is a central tendency for the four-year colleges of the Association to grant 3 semester hours of credit for office practice but no pattern exists either as to number of recitations or laboratory hours per week.

TABLE LXXVI

Filing in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Filing	1	:	1	3	:	:	:	4	3	1	:	:	:	:
	2	:	:	2	:	:	:	2	1	:	:	1	:	:
	3	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	1	5	1	:	:	7*	5	1	:	1	:	:

*Twenty-one; 6 private, 5 public and 10 denominational, four-year colleges do not offer a course in filing.

Table LXXVI, page 96, shows the 7; 2 private, 3 public and 2 denominational, four-year colleges who offer a course in filing. Four; 1 private, 2 public and 1 denominational, grant 1 semester hour of credit, 1 requiring 1 hour of recitation and 1 hour of laboratory per week; while 3 require 2 hours of recitation per week with no laboratory. Two; 1 private and 1 public, grant 2 semester hours of credit and require 2 hours recitation per week respectively while, 1 also requires an additional 3 hours of laboratory work. One denominational four-year college grants 3 semester hours of credit and requires 3 hours of recitation per week with no laboratory for a period of 1 semester. Most of the institutions indicated that their filing was given in connection with the course classified as "office practice."

TABLE LXXVII

Business English in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business English	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	17	:	:	17	17	:	:	:	:	:
	Total	:	:	3	17	:	:	20*	20	:	:	:	:	:

*Eight; 1 private, 2 public and 5 denominational, four-year colleges do not offer a course in business English.

The preceding Table shows the 20; 7 private, 6 public and 7 denominational, four-year colleges who offer a course in business English. Three, 2 private and 1 public, grant 2 semester hours of credit and require 2 hours recitation per week for a period of 1 semester with no laboratory work. Seventeen; 5 private, 5 public and 7 denominational, grant 3 semester hours

of credit and require 3 hours recitation per week for a period of 1 semester with no laboratory. From the data given in Table LXXVII it is seen that the pattern existing among the four-year colleges of the Association, in regard to business English, is to grant 1 semester hour of credit for each hour of recitation in class for a period of 1 semester without laboratory.

TABLE LXXVIII

Elementary Economics in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Elementary Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	12	:	:	:	12	12	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	16	:	:	:	16	16	:	:	:	:	:
Total		:	:	28	:	:	:	28	28	:	:	:	:	:

The above Table shows the 28; 8 private, 8 public and 12 denominational, four-year colleges that offer a course in elementary economics. Twelve; 2 private, 3 public and 7 denominational, four-year colleges grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester without laboratory. Sixteen; 6 private, 5 public and 5 denominational, institutions grant 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters without additional laboratory work. A definite pattern exists among the four-year colleges of the Association in that they grant 1 semester hour of credit for each hour

spent in class recitation per week for a period of 1 semester without additional laboratory work, but the amount of credit granted is about evenly divided, 12 and 16 institutions granting 3 and 6 semester hours of credit respectively.

TABLE LXXIX

Advanced Economics in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Economics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	10	:	:	10	10	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	10	:	:	10	10	:	:	:	:	:
Total		:	:	:	20	:	:	20*	20	:	:	:	:	:

*Eight; 2 private, 2 public and 4 denominational, four-year colleges do not offer a course in advanced economics.

The preceding Table shows the 20; 6 private, 6 public and 8 denominational, four-year colleges that offer a course in advanced economics. Ten; 2 private, 2 public and 6 denominational, grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester without any laboratory. Ten; 4 private, 4 public and 2 denominational, grant 6 semester hours of credit for 3 hours recitation per week for a period of 2 semesters without any laboratory being required. The above data show that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without laboratory.

TABLE LXXX

Business Law in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business Law	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	7	:	:	7	7	:	:	:	:	:
	4	:	:	3	:	1	:	4	3	1	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	17	:	:	17	17	:	:	:	:	:
	Total	:	:	3	24	1	:	28	27	1	:	:	:	:

The preceding Table shows the 28; 8 private, 8 public and 12 denominational, four-year colleges that offer business law. Seven; 1 private, 2 public and 4 denominational, four-year colleges grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester without any laboratory; the 4 granting 4 semester hours of credit consists of 2 private and 2 denominational. Seventeen; 5 private, 6 public and 6 denominational, grant 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters without any laboratory. The above table shows that 2 definite patterns exist among the four-year colleges of the Association in relation to business law: (1) that 1 semester hour of credit is granted for each hour spent in class recitation per week for a period of 1 semester and (2) that 17, approximately 61 per cent, of the institutions grant 6 semester hours of credit for business law.

Table LXXXI, page 101, shows the 17; 6 private, 5 public and 6 denominational, four-year colleges that offer a course in labor problems. Two

TABLE LXXXI

Labor Problems in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Labor Problems	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	15	:	:	15	15	:	:	:	:	:
	Total	:	:	2	15	:	:	17*	17	:	:	:	:	:

*Eleven; 2 private, 3 public and 6 denominational, four-year colleges do not offer a course in labor problems.

denominational institutions grant 2 semester hours of credit with each requiring 2 hours of recitation per week for a period of 1 semester without any laboratory; 15; 6 private, 5 public, and 4 denominational, grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester with no laboratory. From the above data it is seen that the four-year colleges of the Association grant 1 semester hour of credit for each hour spent in class recitation for a period of 1 semester without additional laboratory work for labor problems.

TABLE LXXXII

Office Machines in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Machines	1	1	1	1	1	:	:	4	3	:	1	:	:	:
	1 1/2	:	:	:	1	:	:	1	1	:	:	:	:	:
	2	:	2	3	1	:	:	6	2	:	1	1	2	:
	3	1	:	:	5	:	:	6	2	:	1	3	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	1	:	:	:	:	:	1	:	:	:	:	:	1
Total		3	3	4	8	:	:	18*	8	:	3	4	2	1

*Ten; 2 private, 4 public and 4 denominational, four-year colleges do not offer a course in office machines. -101-

Table LXXXII, page 101, shows the 18; 16 private, 4 public and 8 denominational, four-year colleges that offer a course in office machines. The 4 institutions granting 1 semester hour of credit consists of 1 private and 3 denominational four-year colleges. One denominational four-year college grants 1 1/2 semester hours of credit for office machines. Six; 3 private, 2 public and 1 denominational, four-year colleges grant 2 semester hours of credit for office machines. Six; 2 private, 2 public and 2 denominational, institutions grant 3 semester hours while 1 denominational four-year college grants 5 semester hours of credit for office machines. There is no definite pattern existing in regard to the number of semester hours of credit granted, hours of recitation or hours of laboratory required per week for office machines, by the four-year colleges of the Association.

TABLE LXXXIII

Office Management in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Office Management	1	:	1	:	:	:	:	1	:	1	:	:	:	:
	2	:	:	3	:	:	:	3	:	3	:	:	:	:
	3	:	:	:	7	:	:	7	:	7	:	:	:	:
Total		:	1	3	7	:	:	11*	:	11	:	:	:	:

*Seventeen; 6 private, 3 public and 8 denominational, four-year colleges do not offer a course in office management.

The preceding Table shows the 11; 5 private, 2 public and 4 denominational, four-year colleges that offer a course in office management. One private institution grants 1 semester hour of credit, requiring 1 hour recitation per week for a period of 1 semester without any laboratory.

Three, 1 private and 2 public, institutions grant 2 semester hours of credit, requiring 2 hours recitation per week for a period of 1 semester; while, 7, 3 private and 4 denominational, institutions grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester with no laboratory work being required. The above data are not sufficient to warrant any conclusions.

TABLE LXXXIV

Business Mathematics in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Business Mathematics	1	:	:	1	:	:	:	1	1	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	2	4	:	:	6	6	:	:	:	:	:
	4	:	:	:	:	3	:	3	3	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	:	4	7	3	1	15*	15	:	:	:	:	:

*Thirteen; 3 private, 3 public and 7 denominational, four-year colleges do not offer a course in business mathematics.

The above Table shows the 15; 5 private, 5 public and 5 denominational, four-year colleges that offer a course in business mathematics. One denominational institution grants 1 semester hour of credit, requires 2 hours recitation per week for a period of 1 semester without laboratory; while, 1 public institution grants 2 semester hours of credit and requires 2 hours be spent in recitation per week for a period of 1 semester without laboratory. Six; 2 private, 2 public and 2 denominational, institutions grant 3 semester hours of credit. Two of the institutions require 2 hours

recitation per week and 4 require 3 hours of recitation per week for a period of 1 semester with neither requiring laboratory. Three; 2 private and 1 denominational, four-year colleges, grant 4 semester hours of credit and require 4 hours recitation per week for a period of 1 semester; while, 1 denominational four-year college grants 5 semester hours of credit and requires 5 hours recitation per week for a period of 1 semester, neither requiring laboratory. Three, 1 private and 2 public, institutions grant 6 semester hours of credit, each requiring 3 hours of recitation per week for a period of 2 semesters with no laboratory work being required. The above data show that a pattern exists among the four-year colleges of the Association in that 1 semester hour of credit is granted for each hour spent in class recitation per week for a period of 1 semester without laboratory.

TABLE LXXXV

Money and Banking in Four-Year Colleges

Subject	Credit	Recitations Per Week :							Laboratory Per Week						
		0	1	2	3	4	5	Total	0	1	2	3	4	5	
Money and Banking	1	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	19	:	:	:	19	19	:	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	3	:	:	:	3	3	:	:	:	:	:	:
Total		:	:	22	:	:	:	22*	22	:	:	:	:	:	:

*Six; 2 private, 2 public and 2 denominational, four-year colleges do not offer a course in money and banking.

The preceding Tables shows the 22; 6 private, 6 public and 10 denominational, four-year colleges that offer a course in money and banking.

Nineteen; 6 private, 5 public and 8 denominational, institutions grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester without any laboratory. Three, 1 public and 2 denominational, institutions grant 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters without any laboratory. Thus, a pattern exists among the four-year colleges of the Association in that they grant 1 semester hour of credit in money and banking for each hour spent in recitation per week for a period of 1 semester without any additional laboratory work.

TABLE LXXXVI

Industrial Management in Four-Year Colleges

Subject	Credit	Recitations Per Week :						: Laboratory Per Week						
		0	1	2	3	4	5	:	0	1	2	3	4	5
Industrial Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	
	2	:	:	:	:	:	:	:	:	:	:	:	:	
		:	:	:	:	:	:	:	:	:	:	:	:	
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
Total		:	:	:	6	:	:	6*	6	:	:	:	:	:

*Twenty-two; 7 private, 7 public and 8 denominational, four-year colleges do not offer a course in industrial management.

The above Table shows the 6; 1 private, 1 public and 4 denominational, four-year colleges that offer a course in industrial management. All 6 institutions grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester without any laboratory.

Table LXXXVII, page 106, shows the 4; 2 private and 2 public, four-year colleges that offer a course in introduction to business. One private institution grants 2 semester hours of credit and requires 2 hours recitation per week for a period of 1 semester without any laboratory. Three, 1 private

TABLE LXXXVII

Introduction to Business in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Introduction to Business	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	3	:	:	3	3	:	:	:	:	:
	Total	:	:	1	3	:	:	4*	4	:	:	:	:	:

*Twenty-four; 6 private, 6 public and 12 denominational, four-year colleges do not offer a course in introduction to business.

and 2 public, institutions grant 3 semester hours of credit and require 3 hours recitation per week for a period of one semester without laboratory.

TABLE LXXXVIII

Corporation Finance in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Corporation Finance	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	15	:	:	15	15	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	:	1	16	:	:	17*	17	:	:	:	:	:

*Eleven; 2 private, 2 public and 7 denominational, four-year colleges do not offer a course in corporation finance.

The preceding Table shows the 17; 6 private, 6 public and 5 denominational, four-year colleges that offer a course in corporation finance.

One denominational institution grants 2 semester hours of credit and requires 2 hours of recitation per week without laboratory for a period of 1 semester. Fifteen; 5 private, 6 public and 4 denominational, institutions grant 3 semester hours of credit, requiring 3 hours recitation per week without laboratory for a period of 1 semester; while, 1 private institution grants 6 semester hours of credit for 3 hours of recitation per week for a period of 2 semesters without any laboratory. It is clear from the above data that a pattern exists among the four-year colleges in that 1 semester hour of credit is granted for each hour spent per week in recitation for a period of 1 semester without any laboratory for the course of corporation finance.

TABLE LXXXIX

Marketing in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Marketing	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	7	:	:	7	7	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	:	2	10	:	:	12*	12	:	:	:	:	:

*Sixteen; 5 private, 6 public and 5 denominational, four-year colleges do not offer a course in marketing.

The above Table shows the 12; 3 private, 2 public and 7 denominational, four-year colleges that offer a course in marketing. Two denominational institutions grant 2 semester hours of credit and require 2 hours of

recitation per week without laboratory for a period of 1 semester. Seven;
2 private and 5 denominational, institutions grant 3 semester hours of credit
for 3 hours recitation per week for a period of 1 semester, while 3, 1 private
and 2 public, grant 6 semester hours of credit and require 3 hours recitation
per week for a period of 2 semesters without laboratory.

FUNDAMENTAL EDUCATION COURSES

In trying to determine the number of semester hours granted by the different types of institutions of the Association for each of the following fundamental education courses it is not the aim or purpose of this study to try to cover all the subjects which belong to the classification "fundamental education" but to take those courses that are most common, and which are required more often than any other course, of the candidate for a B. S. degree in the field of business education. It goes without saying that the smaller the institution the fewer courses they will offer while the large universities will offer a very large number of courses in the field of "fundamental education."

TABLE XC

Elementary Psychology in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Elementary Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	1	:	2	2	:	:	:	:	:
	3	:	:	:	16	:	2	18	18	:	:	:	:	:
	4	:	:	:	:	2	:	2	2	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	4	:	:	4	4	:	:	:	:	:
Total		:	:	1	20	3	2	26*	26	:	:	:	:	:

*One public teachers college does not offer a course in elementary psychology.

The preceding Table shows the 26 teachers colleges that offer a course in elementary psychology. From the above Table it is seen that two patterns

exist among the teachers colleges of the Association in regard to elementary psychology: (1) that 1 semester hour of credit is granted for each hour spent in recitation per week for a period of 1 semester without any laboratory work being required, and (2) that 3 semester hours of credit is the most common number of semester hours granted for elementary psychology.

TABLE XCI

Advanced Psychology in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	2	:	3	3	:	:	:	:	:
	3	:	:	:	16	:	:	16	16	:	:	:	:	:
	4	:	:	:	:	2	:	2	2	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	1	19	4	:	:	24*	24	:	:	:	:	:

*Three public teachers college do not offer a course in advanced psychology.

The above Table shows the 24 teachers colleges that offer a course in advanced psychology. All the institutions require only 1 semester of work except the 3 institutions which grant 6 semester hours of credit and they require 2 semesters of work in advanced psychology. Thus, the data portrayed in the preceding Table show that a pattern exists among the teachers colleges of the Association in that 1 semester hour of credit is granted for each hour spent in recitation per week without any additional laboratory work being required. Also, that 16, 66 2/3 per cent, of the institutions grant 3 semester hours of credit for advanced psychology.

TABLE XCII

Philosophy of Education in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Philosophy of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	4	1	2	:	7	7	:	:	:	:	:
	3	:	:	:	11	:	:	11	11	:	:	:	:	:
Total		:	:	4	12	2	:	18*	18	:	:	:	:	:

*Nine public teachers colleges do not offer a course in philosophy of education.

The preceding Table shows the 18 teachers colleges that offer a course in philosophy of education. From the above Table it is seen that 15 institutions grant 1 semester hour of credit for each hour spent in recitation per week for a period of 1 semester, as compared with three institutions that require one and one-half and two time, respectively, the number of hours in recitation per week for 1 semester as they receive credit in terms of semester hours. On this basis it can be said that a pattern exists among the teachers colleges of the Association in that they grant 1 semester hour of credit for each hour spent in recitation for a period of 1 semester for philosophy of education.

TABLE XCIII

History of Education in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	1	2	:	5	5	:	:	:	:	:
	3	:	:	:	8	:	1	9	9	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
Total		:	:	2	9	3	1	15*	15	:	:	:	:	:

*Twelve teachers colleges do not offer history of education.

Table XCIII, page 111, shows the 15 teachers colleges that offer a course in history of education. From the above Table it is seen that the policy of the teachers colleges of the Association is to grant 1 semester hour of credit for each hour spent per week in class recitation without additional laboratory, for a period of 1 semester.

TABLE XCIV

The American Public School in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
The American Public School	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	6	:	:	:	6	6	:	:	:	:	:
Total		:	:	6	:	:	:	6*	6	:	:	:	:	:

*Twenty-one teachers colleges do not offer a course in the American public school.

The above Table shows the 6 teachers colleges that offer a course in the American public school. Each of the institutions grant 2 semester hours of credit and require 2 hours of recitation per week for a period of 1 semester.

TABLE XCV

Problems in Secondary Education in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Problems in Sec. Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	5	:	:	:	5	5	:	:	:	:	:
	3	:	:	:	16	:	:	16	16	:	:	:	:	:
		:	:	:	:	:	:	21*	21	:	:	:	:	:
Total		:	:	5	16	:	:			:	:	:	:	:

*Six teachers colleges do not offer a course in problems in secondary education.

Table XCV, page 112, shows the 21 teachers colleges that offer a course in problems in secondary education. The preceding data show that a pattern exists among the teachers colleges of the Association in that 1 semester hour of credit is granted for each hour spent in class recitation per week, without laboratory, for a period of 1 semester.

TABLE XCVI

School Organization and Classroom Management
in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Sch. Org. & Classroom Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	2	:	5	5	:	:	:	:	:
	3	:	:	:	5	:	1	6	6	:	:	:	:	:
	Total	:	:	3	5	2	1	11*	11	:	:	:	:	:

*Sixteen teachers colleges do not offer a course in school organization and classroom management.

The preceding Table shows the 11 teachers colleges that offer a course in school organization and classroom management. Five grant 2 semester hours of credit, 3 requiring 2 hours and 2 requiring 4 hours of recitation per week for a period of 1 semester, while 6 institutions grant 3 semester hours of credit, 5 requiring 3 hours recitation per week and 1 requiring 5 hours recitation per week.

Table XLVII, page 114, shows the 9 teachers colleges that offer a course in history of education in the United States. The teachers colleges granting 6 semester hours of credit requires 3 hours recitation per week for a period of 2 semesters while 1 semester is required by the other institutions.

TABLE XCVII

History of Education in the United States in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education in the U. S.	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	1	:	1	1	:	:	:	:	:
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	:	7	2	:	9*	9	:	:	:	:	:

*Eighteen teachers colleges do not offer a course in history of education in the United States.

TABLE XCVIII

Principles of Secondary Education in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Principles of Sec. Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	1	:	3	3	:	:	:	:	:
	3	:	:	:	12	:	1	13	13	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	2	13	2	1	18*	18	:	:	:	:	:

*Nine teachers colleges do not offer a course in principles of secondary education.

The above Table shows the 18 teachers colleges that offer a course in principles of secondary education. The teachers college granting 6

semester hours of credit, requires 3 hours recitation per week for a period of 2 semesters. From the above data it is seen that for each hour per week spent in class recitation for a period of one semester that 1 semester hour of credit is granted for principles of secondary education.

TABLE XCIX

The High School Curriculum in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
The H. S. Curriculum	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	9	:	:	9	9	:	:	:	:	:
	Total	:	1	9	:	:	:	10*	10	:	:	:	:	:

*Seventeen teachers colleges do not offer a course in the high school curriculum.

The preceding Table shows the 10 teachers colleges that offer a course in high school curriculum.

TABLE C

Educational Statistics in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Educational Statistics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	1	:	2	2	:	:	:	:	:
	3	:	:	:	7	:	1	8	8	:	:	:	:	:
	Total	:	1	7	1	1	:	10*	10	:	:	:	:	:

*Seventeen teachers colleges do not offer a course in educational statistics.

The above Table shows the 10 teachers colleges that offer a course in educational statistics.

TABLE CI

Mental Hygiene in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Mental Hygiene	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	1	1	:	4	4	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	Total	:	:	2	5	2	:	9*	9	:	:	:	:	:

*Eighteen teachers colleges do not offer a course in mental hygiene.

The preceding Table shows the 9 teachers colleges that offer a course in mental hygiene.

TABLE CII

Introduction to Education in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Introduction to Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	17	:	:	17	17	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
	Total	:	:	:	19	:	:	19*	19	:	:	:	:	:

*Eight teachers colleges do not offer a course in introduction to education.

Table CII, page 116, shows the 19 teachers colleges that offer a course in introduction to education. The above Table shows that it is the policy of the teachers colleges of the Association to grant 1 semester hour of credit for each hour of recitation spent in class each week for a period of 1 semester. Also, that 17, approximately 60 per cent, grant 3 semester hours of credit for introduction to education.

TABLE CIII

School Administration in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
School Administration	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	1	:	1	1	:	:	:	:	:
	3	:	:	:	10	:	:	10	10	:	:	:	:	:
	4	:	:	:	:	3	:	3	3	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	:	:	11	4	:	15*	15	:	:	:	:	:

*Twelve teachers colleges do not offer a course in school administration.

The preceding Table shows the 15 teachers colleges that offer a course in school administration. The teachers college granting 6 semester hours of credit requires 3 hours recitation per week for a period of 2 semesters while the other institutions only requires 1 semester of work. A pattern exists among the teachers colleges in that 1 semester hour of credit is granted for each hour of class recitation per week for a period of 1 semester.

TABLE CIV

Elementary Psychology in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Elementary Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	21	:	1	22	20	1	1	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	1	1	5	:	:	7	5	:	:	:	2	:
	Total	:	1	2	26	:	2	31*	27	1	1	:	2	:

*One public university does not offer a course in elementary psychology.

The above Table shows the 31, 19 public and 12 private, universities that offer a course in elementary psychology. One private institution grants 2 semester hours of credit; 22, 13 public and 9 private, grant 3 semester hours of credit; 1 public university grants 5 semester hours of credit; while, 7, 5 public and 2 private grant 6 semester hours of credit. The 7 universities granting 6 semester hours of credit require that the student pursue the course for a period of 2 semesters. The above Table shows that there are two definite patterns existing among the universities in relation to elementary psychology: (1) that 1 semester hour of credit is granted for each hour of recitation per week for a period of 1 semester without any additional laboratory work being required and (2) that 3 semester hours of credit is granted by the universities for elementary psychology.

Table CV, page 119, shows the 29, 17 public and 12 private, universities that offer a course in advanced psychology. Two public universities grant 2

TABLE CV

Advanced Psychology in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	1	:	20	:	1	22	21	1	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	5	:	:	5	5	:	:	:	:	:
Total		:	1	2	25	:	1	29*	28	1	:	:	:	:

*Three public universities do not offer a course in advanced psychology.

semester hours of credit; 22, 12 public and 10 private, grant 3 semester hours of credit; while 5, 3 public and 2 private grant 6 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester without any laboratory. Two definite patterns exists among the universities of the Association in regard to advanced psychology: (1) that 1 semester hour of credit is granted for each hour spent per week in class recitation without additional laboratory work and (2) that 22, approximately 82 per cent, grant 3 semester hours of credit for advanced psychology.

Table CVI, page 120, shows the 22, 10 private and 12 public, universities that offer a course in philosophy of education. Six, 1 public and 5 private, institutions grant 2 semester hours of credit and require 2 hours recitation per week for a period of one semester without any laboratory work. Fifteen, 4 private and 11 public, institutions grant 3 semester hours

TABLE CVI

Philosophy of Education in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Philosophy of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	6	:	:	:	6	6	:	:	:	:	:
	3	:	:	:	15	:	:	15	15	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	6	16	:	:	22*	22	:	:	:	:	:

*Ten, 2 private and 8 public, universities do not offer a course in philosophy of education.

of credit, requiring 3 hours recitation per week for a period of 1 semester, while 1 private university grants 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters. It is seen from the above Table that the pattern of the universities is to grant 1 semester hour of credit for each hour of recitation per week for a period of 1 semester without laboratory for philosophy of education.

Table CVII, page 121, shows the 10 private and 11 public, universities that offer a course in history of education. Four, 3 private and 1 public, grant 2 semester hours of credit, each requiring 2 hours recitation per week without laboratory for a period of 1 semester. Fourteen, 4 private and 10 public, institutions grant 3 semester hours of credit, each requiring 3 hours of recitation per week for a period of 1 semester while 1 private university grants 4 semester hours of credit and requires 2 hours recitation

TABLE CVII

History of Education in Universities

Subject	Credit	Recitation Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	4	:	:	:	4	4	:	:	:	:	:
	3	:	:	:	14	:	:	14	14	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
	Total	:	:	5	16	:	:	21*	21	:	:	:	:	:

*Eleven, 2 private and 9 public, universities do not offer a course in history of education.

per week for a period of one semester. None of the universities require laboratory work for history of education. Two private universities grant 6 semester hours of credit and require 3 hours recitation per week for a period of 2 semesters. From the above table it is seen that the universities of the Association as a rule grant 1 semester hour of credit for each hour of recitation spent in class for a period of 1 semester without laboratory.

Table CVIII, page 122, shows the 5, 3 private and 2 public, universities that offer a course in the American public school. One private university grants 2 semester hours of credit and requires 2 hours recitation per week for a period of 1 semester. Three, 1 private and 2 public, universities grant 3 semester hours of credit, 2 requiring 3 hours recitation per week for a period of 1 semester while 1 private university grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CVIII

The American Public School in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
The American Public School	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	2	:	1	3	3	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	1	3	:	1	5*	5	:	:	:	:	:

*Twenty-seven, 18 public and 9 private, universities do not offer a course in the American public school.

TABLE CIX

Problems in Secondary Education in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Problems in Secondary Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	10	:	:	10	10	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	2	11	:	:	13*	13	:	:	:	:	:

*Nineteen, 7 private and 12 public, universities do not offer a course in problems in secondary education.

The above Table shows the 13, 5 private and 8 public, universities that offer a course in problems in secondary education. Two, 1 private

and 1 public, institutions grant 2 semester hours of credit, each requiring 2 hours recitation per week without laboratory, for a period of 1 semester. Ten, 3 private and 7 public, institutions grant 3 semester hours of credit, requiring 3 hours recitation per week for a period of 1 semester. One private university grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CX

School Organization and Classroom Management
in Universities

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Sch. Org. & Classroom Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	10	:	:	10	10	:	:	:	:	:
	Total	:	:	3	10	:	:	13*	13	:	:	:	:	:

*Nineteen, 11 public and 8 private, universities do not offer a course in school organization and classroom management.

The preceding Table shows the 13; 4 private and 9 public, universities that offer a course in school organization and classroom management. Three, 2 private and 1 public, grant 2 semester hours of credit, each requiring 2 hours recitation per week for a period of 1 semester. Ten, 2 private and 8 public, institutions grant 3 semester hours of credit, each requiring 3 hours recitation per week for a period of 1 semester.

Table CXI, page 124, shows the 10, 5 private and 5 public, universities that offer a course in history of education in the United States. Three private universities grant 2 semester hours of credit, each requiring 2 hours recitation per week for a period of 1 semester, while 7, 5 public and

TABLE CXI

History of Education in the United States in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education in the U. S.	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	7	:	:	7	7	:	:	:	:	:
	Total	:	:	3	7	:	:	10*	10	:	:	:	:	:

*Twenty-two, 15 public and 7 private, universities do not offer a course in history of education in the United States.

2 private, grant 3 semester hours of credit, each requiring 3 hours recitation per week for a period of 1 semester.

TABLE CXII

Principles of Secondary Education in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Principles of Sec. Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	21	:	:	21	21	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
Total		:	:	2	23	:	:	25*	25	:	:	:	:	:

*Seven, 3 private and 4 public, universities do not offer a course in principles of secondary education.

The preceding Table shows the 25, 9 private and 16 public, universities that offer a course in principles of secondary education. One private

institution grants 2 semester hours and requires 2 hours recitation per week for a period of 1 semester. Twenty-one, 5 private and 16 public, universities grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester. One private university grants 4 semester hours of credit and 2 private universities grant 6 semester hours of credit, requiring 2 and 3 hours recitation per week respectively for a period of 2 semesters. The preceding data show two definite patterns concerning principles of secondary education as offered by the universities of the Association: (1) that 1 semester hour of credit is granted for each hour spent in class recitation per week for a period of 1 semester, and (2) that 21, approximately 70 per cent, grant 3 semester hours of credit for the course.

TABLE CXIII

The High School Curriculum in Universities

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
The H. S. Curriculum	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	7	:	:	7	7	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
	Total	:	:	2	9	:	:	11*	11	:	:	:	:	:

*Twenty-one, 8 private and 13 public, universities do not offer a course in the high school curriculum.

Table CXIII, page 125, shows the 11, 4 private and 7 public, universities that offer a course in high school curriculum. Two, 1 private and 1 public, institutions grant 2 semester hours of credit, each requiring 2 hours recitation per week for a period of 1 semester. Seven, 2 private and 5 public, grant 3 semester hours of credit, each requiring 3 hours recitation per week for a period of 1 semester. Two, 1 private and 1 public, grant 6 semester hours of credit and require 3 hours recitation per week for a period of 2 semesters.

TABLE CXIV

Educational Statistics in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Educational Statistics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	4	:	:	:	4	4	:	:	:	:	:
	3	:	:	:	5	:	:	5	5	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	:	5	8	:	:	13*	13	:	:	:	:	:

*Nineteen, 7 private and 12 public, universities do not offer a course in educational statistics.

The above Table shows the 13, 5 private and 8 public, universities that offer a course in educational statistics. Four, 1 private and 3 public, universities grant 2 semester hours of credit and require 2 hours recitation per week for a period of 1 semester. Five, 1 private and 4 public, grant 3 semester hours of credit and require 3 hours of recitation per week for a

period of 1 semester. One private university grants 4 semester hours of credit, while 3, 2 private and 1 public, grant 6 semester hours of credit, each requiring 2 and 3 hours respectively per week for a period of 2 semesters.

TABLE CXV

Mental Hygiene in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Mental Hygiene	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	8	:	:	8	8	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	2	9	:	:	11*	11	:	:	:	:	:

*Twenty-one, 8 private and 13 public, universities do not offer a course in mental hygiene.

The preceding Table shows the 11, 4 private and 7 public, universities that offer a course in mental hygiene. Two, 1 private and 1 public, grant 2 semester hours of credit with each requiring 2 hours recitations per week for a period of one semester. Eight, 2 private and 6 public, grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester. One private university grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters.

Table CXVI, page 128, shows the 6, 1 private and 5 public, universities that offer a course in introduction to education. The private university grants 2 semester hours of credit and requires 2 hours recitation per week

TABLE CXVI

Introduction to Education in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Introduction to Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	5	:	:	5	5	:	:	:	:	:
Total		:	:	1	5	:	:	6*	6	:	:	:	:	:

*Twenty-six, 11 private and 5 public, universities do not offer a course in introduction to education.

for a period of 1 semester, while the 5 public universities grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester.

TABLE CXVII

Tests and Measurements in Education in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Tests and Measurements in Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	2	7	:	:	9*	9	:	:	:	:	:

*Twenty-three, 10 private and 13 public, universities do not offer a course in tests and measurements in education.

The above Table shows the 9, 2 private and 6 public, universities that

offer a course in tests and measurements in education. Two, 1 private and 1 public, grant 2 semester hours of credit and require 2 hours recitation per week for a period of 1 semester. Six public universities grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester. One private university grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CXVIII

Elementary Psychology in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Elementary Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	24	1	:	25	24	1	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	:	2	25	1	:	28	27	1	:	:	:	:

The above Table shows the 28; 8 private, 8 public and 12 denominational, four-year colleges that offer a course in elementary psychology. One denominational institution grants 1 semester hour of credit; 25, 7 private, 7 public and 11 denominational, grant 3 semester hours of credit; 1 private four-year college grants 4 semester hours of credit; and 1 public four-year college grants 6 semester hours of credit, requires 3 hours recitation per week for a period of 2 semesters. The above Table shows two definite patterns in regard to elementary psychology as it is taught by

the four-year colleges of the Association: (1) that 1 semester hour of credit is given for each hour recitation per week for a period of 1 semester without any laboratory and (2) that 25, approximately 90 per cent, of the four-year colleges grant 3 semester hours of credit for elementary psychology.

TABLE CXIX

Advanced Psychology in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Advanced Psychology	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	20	:	:	:	20	20	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	2	:	:	:	2	2	:	:	:	:	:
Total		:	:	22	:	:	:	22*	22	:	:	:	:	:

*Three public and 3 denominational four-year colleges do not offer a course in advanced psychology.

The above Table shows the 22; 8 private, 5 public and 9 denominational, four-year colleges that offer a course in advanced psychology. Twenty; 7 private, 5 public and 8 denominational, grant 3 semester hours while 2, 1 private and 1 denominational, grant 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters. Two patterns exist among the four-year colleges of the Association in relation to advanced psychology: (1) that 1 semester hour of credit is granted for each hour of class recitation per week for a period of 1 semester without any laboratory

and (2) that 20, approximately 71 per cent, grant 3 semester hours of credit for advanced psychology.

TABLE CXX

Philosophy of Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Philosophy of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	16	:	:	16	16	:	:	:	:	:
	Total	:	:	1	16	:	:	17*	17	:	:	:	:	:

*Eleven; 1 public, 4 private and 6 denominational, four-year colleges do not offer a course in philosophy of education.

The preceding Table shows the 17; 7 public, 4 private and 6 denominational, four-year colleges that offer a course in philosophy of education. One public four-year college grants 2 semester hours of credit and requires 2 hours recitation per week for a period of 1 semester. Sixteen; 6 public, 4 private and 6 denominational, four-year colleges grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester. From the above Table it is seen that a pattern exists among the four-year colleges of the Association in that 1 semester hour of credit is granted for each hour spent in recitation per week for a period of 1 semester without any laboratory.

Table CXXI, page 132, shows the 19; 5 public, 5 private and 9 denominational, four-year colleges that offer a course in history of education. Two, 1 private and 1 denominational, grant 2 semester hours of credit each requiring 2 hours recitation per week for a period of 1 semester without any laboratory. Sixteen; 4 public, 4 private and 8 denominational, grant

TABLE CXXI

History of Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	16	:	:	16	16	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
Total		:	:	2	16	1	:	19*	19	:	:	:	:	:

*Nine; 3 public, 3 private and 3 denominational, four-year colleges do not grant a course in history of education.

3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester. One public four-year college grants 4 semester hours of credit and requires 4 hours recitation per week for a period of 1 semester. From the above Table it is seen that a pattern exists among the four-year colleges of the Association in that 1 semester hour of credit is given for each hour spent per week in class recitation for a period of 1 semester without any laboratory.

TABLE CXXII

Problems in Secondary Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Problems in Sec. Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	9	:	:	9	9	:	:	:	:	:
Total		:	:	1	9	:	:	10*	10	:	:	:	:	:

*Eighteen; 4 public, 7 private and 7 denominational, four-year colleges do not offer a course in problems in secondary education.

Table CXXIII, page 132, shows the 10; 4 public, 1 private and 5 denominational, four-year colleges that offer a course in problems in secondary education. One public four-year college grants 2 semester hours of credit for 2 hours recitation per week while 9 grant 3 semester hours of credit for 3 hours recitation per week for a period of 1 semester without laboratory.

TABLE CXXIII

School Organization and Classroom Management
in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Sch. Org. & Classroom Management	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	8	:	:	8	8	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	:	1	9	:	:	10*	10	:	:	:	:	:

*Eighteen; 7 public, 5 private and 6 denominational, four-year colleges do not offer a course in school organization and classroom management.

The preceding Table shows the 10; 1 public, 3 private and 6 denominational, four-year colleges that offer a course in school organization and classroom management. One denominational four-year college grants 2 semester hours of credit and requires 2 hours recitation per week for a period of 1 semester. Eight, 1 public, 2 private and 5 denominational, grant 3 semester hours of credit and each requires 3 hours recitation per week for a period of one semester, while 1 private four-year college grants 6 semester hours

of credit and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CXXIV

History of Education in the United States in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
History of Education in the U. S.	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	5	:	:	5	5	:	:	:	:	:
Total		:	1	5	:	:	:	6*	6	:	:	:	:	:

*Twenty-two; 5 public, 8 private and 9 denominational, four-year colleges do not offer a course in history of education in the United States.

The above Table shows the 6; 3 public and 3 denominational, four-year colleges that offer a course in history of education in the United States. One public four-year college grants 2 semester hours of credit and requires 2 hours recitation per week, while 5, 2 public and 3 denominational, grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester.

TABLE CXXV

Principles of Secondary Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Principles of Sec. Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	17	:	:	17	17	:	:	:	:	:
Total		:	2	17	:	:	:	19*	19	:	:	:	:	:

*Nine; 2 public, 3 private and 4 denominational, four-year colleges do not offer a course in principles of secondary education.

Table CXXV, page 134, shows the 19; 6 public, 5 private and 8 denominational, four-year colleges that offer a course in principles of secondary education. Two, 1 public and 1 private, grant 2 semester hours of credit and require 2 hours recitation per week for a period of 1 semester. Seventeen; 5 public, 4 private and 8 denominational, four-year colleges grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester without laboratory. The above data show that a pattern exist among the four-year colleges of the Association in that they grant 1 semester hour of credit for each hour spent per week in recitation for a period of 1 semester without laboratory and that they grant 3 semester hours of credit for the course "Principles of Secondary Education."

TABLE CXXVI

The High School Curriculum in Four-Year Colleges

Subject	Credit	Recitations Per Week :							Total	Laboratory Per Week						
		0	1	2	3	4	5			0	1	2	3	4	5	
The H. S. Curriculum	1	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	:	1	1	:	:	:	:	:	:
	3	:	:	:	6	:	:	:	6	6	:	:	:	:	:	:
	Total	:	1	6	:	:	:	:	7*	7	:	:	:	:	:	:

*Twenty-one; 5 public, 7 private and 9 denominational, four-year colleges do not offer a course in high school curriculum.

The preceding Table shows the 7; 3 public, 1 private and 3 denominational, four-year colleges that offer a course in high school curriculum. One public four-year college grants 2 semester hours of credit for 2 hours recitation per week for a period of 1 semester. Six; 2 public, 1 private and 3 denominational, four-year colleges grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester.

TABLE CXXVII

Educational Statistics in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Educational Statistics	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	:	:	:	:	:	:	:	:	:	:	:
	3	:	:	:	11	:	:	11	11	:	:	:	:	:
Total		:	:	:	11	:	:	11*	11	:	:	:	:	:

*Seventeen; 6 public, 4 private and 7 denominational, four-year colleges do not offer a course in educational statistics.

The foregoing Table shows the 11; 2 public, 4 private and 5 denominational, four-year colleges that offer a course in educational statistics. All 11 institutions grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester without laboratory.

TABLE CXXVIII

Mental Hygiene in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Mental Hygiene	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	2	:	:	2	2	:	:	:	:	:
Total		:	:	2	2	:	:	4*	4	:	:	:	:	:

*Twenty-four; 6 private, 8 public and 10 denominational, four-year colleges do not offer a course in mental hygiene.

The above Table shows the 4, 2 private and 2 denominational, four-year colleges that offer a course in mental hygiene. The 2 private institutions grant 2 semester hours of credit and require 2 hours recitation per week for a period of 1 semester, while the 2 denominational institutions

grant 3 semester hours credit and require 3 hours recitation per week for a period of 1 semester without any laboratory.

TABLE CXXIX

Introduction to Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Introduction to Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	9	:	:	9	9	:	:	:	:	:
Total		:	:	1	9	:	:	10*	10	:	:	:	:	:

*Eighteen; 4 public, 4 private and 10 denominational, four-year colleges do not offer a course in introduction to education.

The preceding Table shows the 10; 4 public, 4 private and 2 denominational, four-year colleges that offer a course in introduction to education. One public four-year college grants 2 semester hours of credit and requires 2 hours recitation per week for a period of 1 semester. Nine; 3 public, 4 private and 2 denominational, grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester.

TABLE CXXX

Tests and Measurements in Education in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Tests and Measurements in Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	8	:	:	8	8	:	:	:	:	:
Total		:	:	2	8	:	:	10*	10	:	:	:	:	:

*Eighteen; 4 public, 5 private and 7 denominational, four-year colleges do not offer a course in tests and measurements in education.

Table CXXX, page 137, shows the 10; 4 public, 3 private and 3 denominational, four-year colleges that offer a course in tests and measurements in education. Two, 1 public and 1 denominational, grant 2 semester hours of credit with 2 hours recitation per week for a period of 1 semester. Eight; 3 public, 3 private and 2 denominational, four-year colleges grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester without any laboratory.

PROFESSIONAL EDUCATION COURSES

TABLE CXXXI

Methods in Business Education in Teachers Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Business Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	5	:	1	:	6	6	:	:	:	:	:
	3	:	:	:	7	:	2	9	9	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	5	10	1	2	18*	18	:	:	:	:	:	:

*Nine teachers colleges do not offer a course in methods in business education.

The above Table shows the 18 teachers colleges that offer a course in methods in business education. No definite pattern exists among the teachers colleges of the Association in the number of semester hours of credit granted, hours per week of recitation or hours per week of laboratory work. In comparing Table CXXXI with Tables CXXXII and CXXXIII, page 140, it is seen that those teachers colleges that do not offer a course in methods in business education give a separate methods course for each subject; namely, shorthand, typewriting and social business subjects. This does not hold true with respect to bookkeeping, as some teachers colleges give a methods course for bookkeeping as well as a methods course in business education.

TABLE CXXXII

Methods in Shorthand in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Shorthand	1	:	1	1	:	:	:	2	2	:	:	:	:	:
	2	:	:	3	:	1	:	4	4	:	:	:	:	:
	3	:	:	:	3	:	:	3	3	:	:	:	:	:
Total		:	1	4	3	1	:	9*	9	:	:	:	:	:

*Eighteen teachers colleges do not offer a course in methods in shorthand.

The preceding Table shows the 9 teachers colleges that offer a course in methods in shorthand.

TABLE CXXXIII

Methods in Typewriting in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Typewriting	1	:	1	1	:	:	:	2	2	:	:	:	:	:
	2	:	:	2	:	1	:	3	3	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
Total		:	1	3	4	1	:	9*	9	:	:	:	:	:

*Eighteen teachers colleges do not offer a methods course in typewriting.

The above Table shows the 9 teachers colleges that offer a course in methods in typewriting.

Table CXXXIV, page 141, shows the 9 teachers colleges that offer a course in methods in social business subjects.

TABLE CXXXIV

Methods in Social Business Subjects
in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Social Business Subjects	1	:	1	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	2	:	1	:	3	3	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
Total		:	1	2	4	2	:	9*	9	:	:	:	:	:

*Eighteen teachers colleges do not offer a course in methods in social business subjects.

TABLE CXXV

Methods in Bookkeeping in Teachers Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Bookkeeping	1	:	1	1	:	:	:	2	2	:	:	:	:	:
	2	:	:	5	:	1	:	6	6	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
Total		:	1	6	4	1	:	12*	12	:	:	:	:	:

*Fifteen teachers colleges do not offer a course in methods in bookkeeping.

The above Table shows the 12 teachers colleges that offer a course in methods in bookkeeping.

Twenty-one teachers colleges require supervised teaching and give credit as listed in Table CXXXVI, page 142.

TABLE CXXXVI

Supervised Teaching in Teachers Colleges

<u>Credit</u>	<u>Number Granting This Credit</u>
3	4
4	2
5	1
6	1
7	-
8	3
9	5
10	-
11	-
12	2
13	-
14	-
15	<u>1</u>
Total	19*

*One teachers college requires 9 weeks teaching in high school without credit while 1 requires that the student do practice teaching in 2 commercial subjects for a period of 1 semester each without credit. Six teachers colleges do not require practice teaching for their B. S. graduates in business education.

It was not possible to determine the number of hours spent per week in supervised teaching by the student teacher or the number of hours of laboratory work that was required. A pattern exists among the teachers colleges of the Association in that 21, approximately 71 per cent, of the teachers colleges require practice teaching for B. S. candidates in the field of business education.

TABLE CXXXVII

Methods in Business Education in Universities

Subject	Credit	Recitations Per Week :						Total:	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Business Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	9	:	1	:	10	10	:	:	:	:	:
	3	:	:	:	11	:	:	11	11	:	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	1	1	1	:	:	:	:	:
	6	:	:	:	2	:	:	2	2	:	:	:	:	:
Total		:	:	10	13	1	1	25*	25	:	:	:	:	:

*Seven, 3 private and 4 public, universities do not offer a course in methods in business education.

Table CXXXVII shows the 25, 9 private and 16 public, universities that offer a course in methods in business education. Ten, 5 private and 5 public, grant 2 semester hours of credit; 11, 4 private and 7 public, grant 3 semester hours of credit; the remaining 4 public universities grant 4, 5 and 6 semester hours of credit. No definite pattern exists among the universities of the Association in regard to the number of semester hours of credit granted, hours of recitation per week or hours of laboratory per week for methods in business education.

Table CXXXVIII, page 144, shows the 13, 8 private and 5 public, universities that offer a course in methods in shorthand. Seven, 6 private and 1 public, grant 2 semester hours of credit with each requiring 2 hours recitation per week for a period of 1 semester. Two public universities grant 1 semester hour of credit and require 1 hour recitation per week for

TABLE CXXXVIII

Methods in Shorthand in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Shorthand	1	:	2	:	:	:	:	2	2	:	:	:	:	:
	2	:	:	7	:	:	:	7	7	:	:	:	:	:
	3	:	:	:	3	:	:	3	3	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	2	:	7	:	4	:	13*	13	:	:	:	:

*Nineteen, 4 private and 15 public, universities do not offer a course in methods in shorthand.

a period of 1 semester. Three, 1 private and 2 public, grant 3 semester hours of credit with each requiring 3 hours recitation per week while 1 private university grants 6 semester hours of credit and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CXXXIX

Methods in Typewriting in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Typewriting	1	:	3	:	:	:	:	3	3	:	:	:	:	:
	2	:	:	6	1	:	:	7	7	:	:	:	:	:
	3	:	:	:	3	:	:	3	3	:	:	:	:	:
	4	:	:	:	:	:	:	:	:	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	3	:	6	:	5	:	14*	14	:	:	:	:

*Eighteen, 4 private and 14 public, universities do not offer a course in methods in typewriting.

Table CXXXIX, page 144, shows the 14, 8 private and 6 public, universities that offer a course in methods in typewriting. Three public universities grant 1 semester hour of credit and require 1 hour recitation per week for a period of 1 semester. Seven, 6 private and 1 public, universities grant 2 semester hours of credit, 6 requires 2 hours while 1 requires 3 hours recitations per week for a period of 1 semester. Three, 1 private and 2 public, grant 3 semester hours of credit and require 3 hours recitation per week for a period of 1 semester, while 1 private university grants 6 semester hours and requires 3 hours recitation per week for a period of 2 semesters.

TABLE CXL

Methods in Social Business Subjects in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Social Business Subjects	1	:	1	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	5	:	1	:	6	6	:	:	:	:	:
	3	:	:	:	6	:	:	6	6	:	:	:	:	:
	4	:	:	:	:	1	:	1	1	:	:	:	:	:
	Total	:	1	5	6	2	:	14*	14	:	:	:	:	:

*Eighteen, 7 private and 11 public, universities do not offer a course in social business subjects.

The preceding Table shows the 14, 5 private and 9 public, universities that offer a course in methods in social business subjects. Six, 4 private and 2 public, grant 2 semester hours of credit, 5 requiring 2 and 1 requiring 4 hours recitation per week for a period of 1 semester. One university grants 1 semester hour of credit and requires 1 hour recitation per week for a period of 1 semester. Six, 1 private and

5 public, grant 3 semester hours of credit with each institution requiring 3 hours recitation per week for a period of 1 semester. On public university grants 4 semester hours of credit and requires 4 hours recitation per week for a period of 1 semester.

TABLE CXLI

Methods in Bookkeeping in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Bookkeeping	1	:	1	:	:	:	:	1	:	1	:	:	:	:
	2	:	:	8	:	1	:	9	:	9	:	:	:	:
	3	:	:	:	2	1	:	3	:	3	:	:	:	:
	4	:	:	1	:	:	:	1	:	1	:	:	:	:
Total		:	1	9	2	2	:	14*	:	14	:	:	:	:

*Eighteen, 4 private and 14 public, universities do not offer a course in methods in bookkeeping.

The above Table shows the 14, 8 private and 6 public, universities that offer a course in methods in bookkeeping. One public university grants 1 semester hour of credit and requires 1 hour recitation per week for a period of 1 semester. Nine, 5 private and 4 public, grant 2 semester hours of credit, 8 require 2 hours recitation per week while 1 requires 4 hours recitation per week for a period of 1 semester. Three, 2 private and 1 public, grant 3 semester hours of credit, 2 requiring 3 hours recitation per week while 1 requires 4 hours recitation per week for a period of 1 semester. One private university grants 4 semester hours of credit and requires 2 hours recitation per week for a period of 2 semesters.

The following Table shows the 25, 10 private and 15 public, universities that offer a course in supervised teaching.

TABLE CXLII

Supervised Teaching in Universities

<u>Credit</u>	<u>Number Granting This Credit</u>
2	1
3	7
4	4
5	2
6	6
7	1
8	3
9	<u>1</u>
Total	25*

*Seven, 2 private and 5 public, universities do not offer a course in supervised teaching.

There is no definite pattern existing among the universities of the Association in regard to supervised teaching. It was not possible to determine the number of hours spent per week in supervised teaching by the student teacher. There is a pattern existing in that 25, approximately 71 per cent, of the universities require practice teaching for B. S. candidates in the field of business education.

Table CXLIII, page 148, shows the 5, 3 private and 2 public, universities that offer a course in tests and measurements in business education. Three, 2 private and 1 public, grant 2 semester hours of credit with 2 requiring 2 and 1 requiring 4 hours recitation per week for a period of

TABLE CXLI

Tests and Measurements in Business Education
in Universities

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Tests and Measurements in Business Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	2	:	1	:	3	3	:	:	:	:	:
	3	:	:	:	2	:	:	2	2	:	:	:	:	:
	Total	:	:	2	2	1	:	5*	5	:	:	:	:	:

*Twenty-seven, 9 private and 18 public, universities do not offer a course in tests and measurements in business education.

1 semester. Two, 1 private and 1 public, grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester without laboratory.

TABLE CXLIV

Methods in Business Education in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Business Education	1	:	1	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	8	:	:	:	8	7	1	:	:	:	:
	3	:	:	:	14	:	:	14	13	1	:	:	:	:
	4	:	:	1	:	:	:	1	1	:	:	:	:	:
	5	:	:	:	:	:	:	:	:	:	:	:	:	:
	6	:	:	:	1	:	:	1	1	:	:	:	:	:
Total		:	1	9	15	:	:	25*	23	2	:	:	:	:

*Three, 2 private and 1 denominational, four-year colleges do not offer a course in methods in business education.

Table CXLIV, page 148, shows the 25; 8 public, 6 private and 11 denominational, four-year colleges that offer a course in methods in business education. One denominational four-year college grants 1 semester hour of credit; 8, 1 public and 7 denominational, grant 2 semester hours of credit; 14, 5 private, 7 public and 2 denominational, grant 3 semester hours of credit; 1 private four-year college grants 4 semester hours of credit, requiring 2 hours recitation per week for a period of 2 semesters; while 1 denominational institution grants 6 semester hours of credit, requiring 3 hours recitation per week for a period of 2 semesters. Two patterns exist among the four-year colleges in regard to methods in business education: (1) that 1 semester hour of credit is given for each hour of class recitation per week for a period of 1 semester and (2) that 14, 50 per cent, of the four-year colleges grant 3 semester hours of credit for methods in business education.

TABLE CXLV

Methods in Shorthand in Four-Year Colleges

Subject	Credit	Recitations Per Week :							Total :	Laboratory Per Week					
		0	1	2	3	4	5			0	1	2	3	4	5
Methods in Shorthand	1	:	1	:	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	3	:	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	1	:	1	:	2	2	:	:	:	:	:
Total		:	1	3	1	:	1	:	6*	6	:	:	:	:	:

*Twenty-two; 7 public, 6 private and 9 denominational, four-year colleges do not offer a course in methods in shorthand.

The preceding Table shows the 6; 1 public, 2 private and 3 denominational, four-year colleges that offer a course in methods in shorthand.

One denominational four-year college grants 1 semester hour of credit and requires 1 hour of recitation per week for a period of 1 semester. Three; 1 public, 1 private and 1 denominational, grant 2 semester hours of credit with each requiring 2 hours recitation per week for a period of 1 semester. Two, 1 private and 1 denominational, four-year colleges grant 3 semester hours of credit, the private four-year college requiring 5 and the denominational four-year college requiring 3 hours recitation per week for a period of 1 semester.

TABLE CXLVI

Methods in Typewriting in Four-Year Colleges

Subject	Credit	Recitations Per Week :						Total :	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Typewriting	1	:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	1	:	1	2	2	:	:	:	:	:
	Total	:	:	3	1	:	1	5*	5	:	:	:	:	:

*Twenty-three; 6 public, 6 private and 11 denominational, four-year colleges do not offer a course in methods in typewriting.

The above Table shows the 5; 2 public, 2 private and 1 denominational, four-year colleges that offer a course in methods in typewriting. Three; 1 public, 1 private and 1 denominational, grant 2 semester hours of credit with each requiring 2 hours recitation per week for a period of 1 semester. Two, 1 public and 1 private, four-year colleges grant 3 semester hours of credit, the public four-year college requiring 3 and the private four-year college requiring 5 hours recitation per week for a period of 1 semester.

TABLE CXLVII

Methods in Social Business Subjects in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Social Business Subjects	1	:	1	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	2	:	:	:	2	2	:	:	:	:	:
	3	:	:	:	1	:	:	1	1	:	:	:	:	:
	Total	:	1	2	1	:	:	4*	4	:	:	:	:	:

*Twenty-four; 6 public, 8 private and 10 denominational, four-year colleges do not offer a course in methods in social business subjects.

The preceding Table shows the 4, 2 public and 2 denominational, four-year colleges that offer a course in methods in social business subjects. One denominational four-year college grants 1 semester hour of credit and requires 1 hour recitation per week for a period of 1 semester. Two, 1 public and 1 denominational, grant 2 semester hours of credit with each requiring 2 hours recitation per week for a period of 1 semester. One public institution grants 3 semester hours of credit and requires 3 hours recitation per week for a period of 1 semester.

TABLE CXLVIII

Methods in Bookkeeping in Four-Year Colleges

Subject	Credit	Recitations Per Week						Total	Laboratory Per Week					
		0	1	2	3	4	5		0	1	2	3	4	5
Methods in Bookkeeping	1	:	1	:	:	:	:	1	1	:	:	:	:	:
	2	:	:	3	:	:	:	3	3	:	:	:	:	:
	3	:	:	:	2	:	1	3	3	:	:	:	:	:
	Total	:	1	3	2	:	1	7*	7	:	:	:	:	:

*Twenty-one; 4 public, 6 private and 11 denominational, four-year colleges do not offer a course in methods in bookkeeping.

Table CXLVIII, page 151, shows the 7; 4 public, 2 private and 1 denominational, four-year colleges that offer a course in methods in bookkeeping. The 1 denominational four-year college grants 1 semester hour of credit and requires 1 hour recitation per week for a period of 1 semester. Three, 2 public and 1 private, grant 2 semester hours of credit with each requiring 2 hours recitation per week for a period of 1 semester. Three, 2 public and 1 private, four-year colleges grant 3 semester hours of credit, the 2 public institutions requiring 3 and the 1 private institution requiring 5 hours recitation per week for a period of 1 semester.

The ensuing Table shows the 23; 5 public, 8 private and 10 denominational, four-year colleges that offer supervised teaching.

TABLE CXLIX

Supervised Teaching in Four-Year Colleges

<u>Credit</u>	<u>Number Granting This Credit</u>
3	8
4	4
6	8
9	1
10	<u>1</u>
Total	22*

*One denominational four-year college requires that the student teach for a period of two weeks in some approved high school but there is no credit granted for this work. Five; 1 public, 2 private and 2 denominational, four-year colleges do not offer a course in supervised teaching.

It was not possible to determine the number of hours spent per week in supervised teaching or in laboratory by the student teacher. A pattern exists among the four-year colleges in that 23, approximately 80 per cent, of the four-year colleges require practice teaching for B. S. candidates in the field of business education.

TABLE CL

Tests and Measurements in Business Education
in Four-Year Colleges

Subject	Credit	Recitations Per Week :							Laboratory Per Week					
		0	1	2	3	4	5	Total	0	1	2	3	4	5
Tests and Measurements in Business Education	1	:	:	:	:	:	:	:	:	:	:	:	:	:
		:	:	:	:	:	:	:	:	:	:	:	:	:
	2	:	:	1	:	:	:	1	1	:	:	:	:	:
		:	:	1	:	:	:	1	1	:	:	:	:	:
	3	:	:	:	4	:	:	4	4	:	:	:	:	:
		:	:	:	4	:	:	4	4	:	:	:	:	:
Total		:	1	4	:	:	:	5*	5	:	:	:	:	:
		:	1	4	:	:	:	5	5	:	:	:	:	:

*Twenty-three; 5 public, 8 private and 10 denominational, four-year colleges do not offer a course in tests and measurements in business education.

The preceding Table shows the 5, 3 public and 2 denominational, four-year colleges that offer a course in tests and measurements in business education. One public institution grants 2 semester hours of credit and requires 2 hours recitation per week, while 4, 2 public and 2 denominational, grant 3 semester hours of credit with each requiring 3 hours recitation per week for a period of 1 semester.

Table CLI, page 154, shows the year in which the business content courses are most frequently offered by the teachers colleges of the Association. The ensuing Table shows that first-year typewriting is generally offered in the freshman year; first-year shorthand and first-year accounting are about equally divided between the freshman and sophomore year; while the majority of the other courses are offered in the junior year, except general business, business mathematics and elementary economics which are more frequently offered in the freshman year. From the ensuing Table it may be said that first-year typewriting, general business, business mathematics, and elementary economics are freshman courses; first-year shorthand

TABLE CLI

The Year in Which Business Content Courses are Offered
in Teachers Colleges

Subject	Fresh- man	Sopho- more	Junior	Senior	Total	:Change With Permission	
						: Yes	No
First-Year Typewriting	20	6			26	26	
Second-Year Typewriting		12	3		15	15	
First-Year Shorthand	16	11			27	27	
Second-Year Shorthand		13	7		20	20	
First-Year Accounting	13	12	2		27	27	
Second-Year Accounting		13	12	2	27	27	
Cost Accounting		2	15	2	19	19	
Corporation Accounting	1		11		12	12	
Business Law		3	24		27	27	
General Business	8	4	4	1	17	17	
Business Mathematics	17	6			23	23	
Elementary Economics	9	8	5		22	22	
Advanced Economics		3	10	3	16	16	
Money and Banking			10	4	14	14	
Labor Problems			6	3	9	8	1
Marketing			5	1	6	6	
Business Finance			7		7	7	
Retailing	1	2	8	6	17	17	
Advertising		5	5	6	16	16	
Salesmanship	3	1	8	6	18	18	
Office Practice	2	1	8	4	15	15	
Secretarial Training	1	5	11	4	21	21	
Business English	4	8	6	2	20	20	
Bus. Org. & Management		1	8	2	11	11	
Office Machines			8	5	13	13	

and first-year accounting are freshman and sophomore courses; while the remaining business content courses are essentially junior courses. It is also true that any course may be taken in any year that the student desires, unless it requires a prerequisite that he has not had, if he can obtain permission to do so.

Table CLII, page 155, shows the year in which the business content courses are most frequently offered by the universities of the Association. The ensuing Table shows the first-year typewriting, first-year shorthand,

TABLE CLII

The Year in Which Business Content Courses are Offered
in Universities

Subject	Fresh- man	:Sopho- more	:Junior	:Senior	:Total	:Change With	
						:Permission	
						: Yes	No
First-Year Typewriting	19	6	7		32	32	
Second-Year Typewriting		15	5	4	24	24	
First-Year Shorthand	13	8	9		30	30	
Second-Year Shorthand		14	7	9	30	30	
First-Year Accounting	7	20	3		30	30	
Second-Year Accounting		8	19	1	28	28	
Cost Accounting			13	6	19	19	
Corporation Accounting		2	5	8	15	15	
Business Law	1	5	14	7	27	27	
General Business	12		2		14	14	
Business Mathematics	15	2	1		18	18	
Elementary Economics	7	19	4		30	29	1
Advanced Economics		5	15	6	26	26	
Money and Banking		2	12	8	22	22	
Labor Problems		1	14	6	21	20	1
Marketing	1	5	15	3	24	24	
Business Finance		3	11	7	21	21	
Retailing	1		16	4	21	21	
Advertising	1	2	14	3	20	20	
Salesmanship	2	1	16	2	21	21	
Office Practice	1	4	12	10	27	26	1
Secretarial Training	1	3	5	8	17	17	
Business English	4	10	7	5	26	26	
Bus. Org. & Management	3	4	9	3	19	19	

general business and business mathematics are generally offered in the freshman year; second-year typewriting, second-year shorthand, first-year accounting, elementary economics and business English are generally offered in the sophomore year; while the remaining business content courses are offered essentially in the junior year. Any course may be taken in any year that the student desires, unless it requires a prerequisite that he has not had, if he can obtain the permission to do so.

Table CLIII, page 156, shows the year in which the business content courses are most frequently offered by the four-year colleges of the Association.

TABLE CLIII

The Year in Which Business Content Courses are Offered
in Four-Year Colleges

Subject	Fresh- man	Sopho- more	Junior	Senior	Total	:Change With :Permission	
						: Yes	No
First-Year Typewriting	20	7	1		28	28	
Second-Year Typewriting		16	8	1	25	25	
First-Year Shorthand	14	12	2		28	28	
Second-Year Shorthand		13	11	2	26	26	
First-Year Accounting	10	13	4		27	27	
Second-Year Accounting		10	11	5	26	24	2
Cost Accounting		1	9	6	16	15	1
Corporation Accounting		2	8	3	13	12	1
Business Law		3	20	5	28	25	3
General Business	8		6		14	14	
Business Mathematics	10	3	3		16	16	
Elementary Economics	9	13	5	1	28	28	
Advanced Economics		8	10	2	20	19	1
Money and Banking		1	13	9	23	22	1
Labor Problems			8	9	17	16	1
Marketing		2	16	3	21	21	
Business Finance	1	1	13	2	17	17	
Retailing	1	4	3	4	12	12	
Advertising	1	4	4	2	11	11	
Salesmanship	1	6	5	3	15	14	1
Office Practice	2	9	5	8	24	23	1
Secretarial Training	2	4	5	10	21	19	2
Business English	3	7	9	5	24	23	1
Bus.Org. & Management	5	6	2	4	17	17	

The data concerning the four-year colleges were so comparable that it was not thought necessary to show each subject by control of institution but to show all the subjects under the type of institution. First-year typewriting, first-year shorthand and business mathematics are generally offered in the freshman year; second-year typewriting, second-year shorthand, first-year accounting and elementary economics are essentially sophomore courses; while the remaining business content courses are generally offered in the junior year. Any course may be taken in any year that the student desires, unless it requires a prerequisite that he has not had, if he can obtain permission to do so.

CHAPTER IV

THE PATTERN OF CURRICULUM ORGANIZATION AND GRADUATION REQUIREMENTS FOR PROSPECTIVE BUSINESS TEACHERS

Chapter IV deals with general curriculum organization of the member institutions of the Association in relation to the standards that are set up for candidates of B. S. degrees in business education.

The ensuing Table shows the unit of credit granted by the different types of institutions of the Association. Among the teachers colleges they are evenly divided between semester and quarter hours as a measure for credit while a pattern exists among the universities and four-year colleges of the Association in that they grant semester hours of credit. As to control, there is a definite pattern existing as to semester hours being the measuring unit of credit granted by public, private and denominational institutions of the Association.

TABLE CLIV

Unit of Credit Granted by Member Institutions

Unit of Credit Granted	Type of Institution			Total	Control of Institution		
	Teachers:	Univer- sities	Four-Yr. Colleges		Public	Private	Den.
	Colleges						
Semester Hours	14	25	22	61	33	16	12
Quarter Hours	12	7	5	24	19	4	1
Course Hours	1		1	2	2		
TOTAL	27	32	28	87	54	20	13

TABLE CLV

Total Semester Hours Required for a Bachelors' Degree

Semester Hours Required	Type of Institution			Total	Control of Institution		
	Teachers: Colleges:	Univer- sities:	Four-Yr. Colleges:		Public	Private	Den.
120 Sem. Hrs.	6	4	5	15	8	4	3
122 " "		3		3	3		
124 " "	2	11	8	21	10	6	5
125 " "		1		1	1		
126 " "	2			2	2		
128 " "	12	9	10	31	21	6	4
129 " "			1	1	1		
130 " "			1	1	1		
132 " "	2	1		3	1	1	1
134 " "	2	1		3	3		
Others	1	2	3	6	4	2	
TOTAL	27	32	28	87	54	20	13

The preceding Table shows the different number of semester hours that are required by the member institutions of the Association for a B. S. degree. The institutions included in "others" consists of 1 public teachers college that required 136 semester hours for graduation; 2 universities, 1 public and 1 private, requiring 140 and 142 semester hours respectively, and 3 four-year colleges, 2 public and 1 private, requiring 136, 144 and 142 semester hours respectively for graduation. Thirty-nine, approximately 45 per cent, of the institutions require from 120 to 124 semester hours, while a total of 73, approximately 84 per cent, of the institutions require

from 120 to 128 semester hours of work for a B. S. degree. Thus, it would seem that a pattern exists among the member institutions in that a range from 120-128 semester hours is the required number of hours for a B. S. degree and that the main difference is in the number of physical education credits that are required of the graduate.

TABLE CLVI

Grade Points Given by Teachers Colleges

Letter: Grade :	Grade Points Given by Teachers Colleges										Total:	Control of Instit.		
	:None:	5	4	3	2	1	0	-1	-2			:Publ.:	Priv.:	Den.
A	: 2 :	1	3	21	:	:	:	:	:	:	27	26	1	:
B	: 2 :	:	1	3	21	:	:	:	:	:	27	26	1	:
C	: 2 :	:	:	1	3	21	:	:	:	:	27	26	1	:
D	: 2 :	:	:	:	1	3	21	:	:	:	27	26	1	:
F	: 2 :	:	:	:	:	1	21	3	:	:	27	26	1	:

The above Table shows the number of grade points granted for each letter grade by the teachers colleges of the Association. There are two, 1 public and 1 private, teachers colleges that do not have a system whereby the student receives grade points but the student must make an average of "C" before he is entitled to graduation. The above Table is read in the following manner: One institution grants 5 grade points for a grade of "A", 4 for a grade of "B", 3 for a grade of "C", 2 for a grade of "D" and 1 for a grade of "F". Three institutions grant 4 grade points for a grade of "A", 3 for a grade of "B", 2 for a grade of "C", 1 for a grade of "D" and NO grade points for the grade of "F"; while, 21 institutions grant 3 grade points for a grade of "A", 2 for a grade of "B", 1 for a grade

of "C", NO grade points for a grade of "D" or "F". Three institutions give a -1 grade point for each grade of "F". It is seen from the preceding data that a pattern exist among the teachers colleges of the Association in that 3 points be given for a grade of "A", 2 points be given for a grade of "B", 1 point be given for a grade of "C" and NO points be given for a grade of "D" or "F".

TABLE CLVII

Grade Points Given by Universities

Letter: Grade :	Grade Points Given by Universities										Total	Control of Instit.		
	None	5	4	3	2	1	0	-1	-2			Pub.	Priv.	Den.
A	5	1	9	16	1						32	20	11	1
B	5		1	9	16	1					32	20	11	1
C	5			1	9	16	1				32	20	11	1
D	5				1	9	16	1			32	20	11	1
F	5						23	3	1		32	20	11	1

The preceding Table shows the number of grade points given for each letter grade among the universities of the Association. Five, 2 private and 3 public, universities do not have a system whereby the student receives grade points but he must make an average of "C" before he is entitled to graduate. A pattern exists among the universities of the Association in that 16, 50 per cent, of the universities give 3 points for a grade of "A", 2 points for a grade of "B", 1 point for a grade of "C" and NO points for a grade of "D"; while 23, approximately 72 per cent, give NO grade points for a grade of "F".

TABLE CLVIII

Grade Points Given by Four-Year Colleges

Letter: Grade :	Grade Points Given by Four-Year Colleges										Total:	Control of Instit.		
	None:	5 :	4 :	3 :	2 :	1 :	0 :	-1 :	-2 :	-		Pub. :	Priv. :	Den.
A	5 :		4 :	19 :							28 :	12 :	8 :	8
B	5 :			4 :	19 :						28 :	12 :	8 :	8
C	5 :				4 :	19 :					28 :	12 :	8 :	8
D	5 :					4 :	19 :				28 :	12 :	8 :	8
F	5 :						19 :	4 :			28 :	12 :	8 :	8

The foregoing Table shows the number of grade points given for each letter grade among the four-year colleges of the Association. Five; 1 private, 2 public and 2 denominational, four-year colleges do not have a system whereby the student receives grade points but he must make an average of "C" before he is entitled to graduate. A pattern exists among the four-year colleges of the Association in that 19, approximately 70 per cent, of the four-year colleges give 3 points for a grade of "A", 2 points for a grade of "B", 1 point for a grade of "C" and NO points for a grade of "D" or "F".

Table CLIX, page 162, shows the grade required by the different institutions for graduation. The ensuing data show that a definite pattern exist, both as to type and control, among the institutions of the Association in that 77; 25 teachers colleges, 27 universities and 25 four-year colleges, approximately 90 per cent, of the institutions require an average grade of "C" for graduation.

TABLE CLIX

Grade Required for Graduation

Grade Required for Graduation :	Type of Institution :			Total :	Control of Institution :		
	Teachers:	Univer-	Four-Yr.:		Public :	Private :	Den.
	Colleges:	sities :	Colleges:		Public :	Private :	Den.
Not Determinable :	2	5	3	10	4	4	2
A :	:	:	:	:	:	:	:
B :	:	:	:	:	:	:	:
C :	25	27	25*	77	50	16	11
D :	:	:	:	:	:	:	:
TOTAL :	27	32	28	87	54	20	13

*One private four-year college stated that the requirements for graduation at their institution was that the candidate's grades be at least "C" average for one-half of all the grades that he had on record.

The maximum number of semester hours of residence work required for a B. S. degree in business education is the same that is required for a B. S. degree in any field. Note Table CLV, page 158, for the number of semester hours required for the B. S. degree from any of the member institutions.

TABLE CLX

Minimum Amount of Residence Work for a B. S. Degree
in Business Education

Number of Semesters :	Type of Institution :			Total :	Control of Institution :		
	Teachers:	Univer-	Four-Yr.:		Public :	Private :	Den.
	Colleges:	sities :	Colleges:		Public :	Private :	Den.
Not Stated :	:	2	3	5	2	2	1
Two Semesters :	26	29	23	78	51	17	10
Three Semesters :	1	1	1	3	1	1	1
Four Semesters :	:	:	1	1	:	:	1
TOTAL :	27	32	28	87	54	20	13

Table CLX, page 162, shows the number of semesters that must be spent in residence within the institution from which the degree is conferred. It is plan that a pattern exists among the member institutions, both as to type and control, in that two semesters, one year, of residence work is required by the candidate for a B. S. degree in business education.

Table CLXI, page 164, shows the minimum number of semester hours of general education required for a degree in business education. "Others," includes two public teachers colleges which require 25 and 48 semester hours of education respectively; two public universities with each requiring 30 semester hours of education; and two four-year colleges, 1 denominational and 1 private, with the denominational four-year college simply meeting the "state requirements" as to the number of semester hours of education required and the private four-year college requiring 48 semester hours of education for a B. S. degree in business education.

The ensuing Table shows that there is no pattern existing among the member institutions in the number of hours of education that are required for a B. S. degree in business education.

TABLE CLXI

Minimum Number of Semester Hours of General Education Required
for a Degree in Business Education

Semester Hours	Type of Institution			Total	Control of Institution		
	Teachers:	Univer-	Four-Yr.				
	Colleges:	sities	Colleges:		Public	Private	Den.
Not Stated	5	3	3	11	7	3	1
6		1		1		1	
7							
8		2	1	3	2		1
9		1	1	2	1	1	
10		2		2		2	
11			1	1			1
12	5	2	1	8	5	2	1
13							
14		2		2	1	1	
15	3	5	2	10	7	3	
16	4	1		5	5		
17		1		1		1	
18	4	4	12	20	11	3	6
19							
20	1	3	1	5	5		
21		1	2	3	2	1	
22							
23	1			1	1		
24	2	2	2	6	4	1	1
Others	2	2	2	6	3	1	2
TOTAL	27	32	28	87	54	20	13

The following Table shows the number of semester hours required for a major and a minor in education in the teachers colleges of the Association. It is seen that 8 institutions do not offer a major or minor in education; while 14 teachers colleges require such a diversity of semester hours of credit that no definite pattern exists among the teachers colleges as to the requirement for a major or minor in education.

TABLE CLXII

Number of Semester Hours Required for a Major and Minor
in Education in Teachers Colleges

<u>Major</u>		<u>Minor</u>	
Credit Granted	Number of Institutions	Credit Granted	Number of Institutions
Not Given	8	Not Given	8
18	2	12	1
21	1	15	2
24	6	16	8
27	1	18	2
30	1	20	1
32	<u>3</u>		
Total	22*	Total	<u>22*</u>

*Five teachers colleges failed to state the number of semester hours were required for a major or minor in education.

Table CLXIII, page 166, shows the number of semester hours required for a major and a minor in education in the universities of the Association. It is seen from that Table that 14 and 15 institutions do not offer a major or minor respectively in education; while 14 and 13 universities

require such a diversity of semester hours of credit that no definite pattern exists among the universities as to the requirement for a major or minor in education.

TABLE CLXIII

Number of Semester Hours Required for a Major and Minor
in Education in Universities

<u>Major</u>		<u>Minor</u>	
Credit Granted	Number of Institutions	Credit Granted	Number of Institutions
Not Given	14	Not Given	15
18	1	10	1
20	2	12	2
24	6	14	1
25	1	15	4
30	2	16	1
36	1	18	3
47	<u>1</u>	20	<u>1</u>
Total	28*	Total	28*

*Four, 2 public and 2 private, universities failed to state the number of semester hours required for a major or minor in education.

Table CLXIV, page 167, shows the number of semester hours required for a major and a minor in education in the four-year colleges of the Association. Ten and 7 four-year colleges do not offer a major or minor respectively in education. There is a small central tendency among the four-year colleges to require 24 semester hours for a major and 18 semester hours for a minor but the tendency is not strong enough to form a pattern.

TABLE CLXIV

Number of Semester Hours Required for a Major and Minor
in Education in Four-Year Colleges

<u>Major</u>		<u>Minor</u>	
Credit Granted	Number of Institutions	Credit Granted	Number of Institutions
Not Given	10	Not Given	7
18	2	9	1
24	10	12	3
30	4	15	2
32	1	16	2
		18	11
		20	<u>1</u>
Total	<u>27*</u>	Total	<u>27*</u>

*One denominational four-year college failed to state the number of semester hours required for a major or minor in education.

Table CLXV, page 168, shows the 7 most frequently required subjects, giving the number of semester hours required, for a B. S. candidate in the teachers colleges of the Association. The Table is read in the following manner: Two semester hours of physical education is required by 2 teachers colleges of the Association. Three semester hours of mathematics, physical science and physical education are required by 1, 1 and 2 institutions respectively. Four semester hours of mathematics, physical science and physical education are required by 1, 3 and 6 institutions respectively. Five semester hours of English, mathematics, physical science, social science, foreign language and physical education are required by 2, 2, 1, 2, 2, and 2 institutions respectively. The remainder of the Table is read

TABLE CLXV

Number of Semester Hours Required by Teachers Colleges from the
Following Fields for a B. S. Degree in Business Education

Number of Hours	:Eng- lish:	:Mathe- matics:	:Relig- ion:	:Phy. Sci.:	:Soc. Sci.:	:For. Lan.:	:Phy. Ed.
1	:	:	:	:	:	:	:
2	:	:	:	:	:	:	2
3	:	1	:	1	:	:	2
4	:	1	:	3	:	:	6
5	2	2	:	1	2	2	2
6	3	4	:	2	2	:	2
7	:	1	:	:	:	:	1
8	2	:	:	2	1	:	:
9	1	1	:	:	:	:	:
10	3	:	:	:	2	1	:
11	:	:	:	:	:	:	:
12	7	:	:	2	4	:	:
13	:	:	:	:	:	:	:
14	1	:	:	:	:	:	:
15	:	:	:	:	3	:	:
TOTAL*	19	8	:	11	14	3	15

*Eight teachers colleges failed to state the amount of credit they required in the above named subjects.

in the same manner, as well as, the two following tables, namely, Table CLXVI, page 169 and Table CLXVII, page 170. As seen from the preceding Table there is no pattern, or central tendency, existing among the teachers colleges of the Association as to the number of semester hours required of each subject listed.

TABLE CLXVI

Number of Semester Hours Required by Universities from the
Following Fields for a B. S. Degree in Business Education

Number of Hours	:Eng- lish:	:Mathe- matics:	:Relig- ion:	:Phy. Sci.:	:Soc. Sci.:	:For. Lan.:	:Phy. Ed.
1	:	:	:	:	:	:	:
2	:	:	1	:	:	:	1
3	:	4	1	1	:	:	1
4	:	1	:	3	2	:	10
5	:	:	:	:	1	1	1
6	7	7	:	7	2	1	2
7	:	:	:	:	:	:	:
8	1	:	1	2	:	:	4
9	1	:	:	1	:	:	:
10	1	1	:	3	:	:	:
11	:	:	:	:	:	:	:
12	10	1	:	:	9	1	:
13	:	:	:	:	:	:	:
14	1	:	:	1	:	1	:
15	2	:	:	1	4	:	:
16	1	:	:	:	:	:	:
17	:	:	:	:	:	:	:
18	:	:	:	:	1	:	:
19	:	:	:	:	:	:	:
20	2	:	:	:	1	:	:
TOTAL*	26	14	3	19	20	4	19

*Six, 2 private and 4 public, universities failed to state the amount of credit they required in the above named subjects.

TABLE CLXVII

Number of Semester Hours Required by Four-Year Colleges from the
Following Fields for a B. S. Degree in Business Education

Number of Hours	:Eng- lish:	:Mathe- matics:	:Relig- ion:	:Phy. Sci.:	:Soc. Sci.:	:For. Lan.:	:Phy. Ed.
1	:	:	:	:	:	:	:
2	:	:	:	:	:	:	1
3	:	1	1	:	:	:	1
4	:	2	3	2	:	:	16
5	1	1	:	1	1	1	1
6	5	8	3	5	5	:	2
7	:	:	:	:	:	:	:
8	1	1	7	7	1	:	1
9	1	:	:	2	1	:	:
10	:	1	:	1	:	:	:
11	:	:	:	:	:	:	:
12	11	1	:	4	7	12	:
13	:	:	:	:	:	:	:
14	2	:	:	1	1	2	:
15	:	:	:	:	:	:	:
16	2	:	:	:	1	2	:
17	:	:	:	:	:	:	:
18	2	:	:	:	1	:	:
19	:	:	:	:	:	:	:
20	:	:	:	:	2	:	:
TOTAL*	25	15	14	23	20	17	22

*Three public four-year colleges failed to state the amount of credit they required in the above named subjects.

Table CLXVI, page 169, shows 7 of the most frequently required subjects, giving the number of semester hours required, for a B. S. candidate in the universities of the Association. Both public and private universities have been combined in this Table as the data were comparable. Tables listing the data separately will be found in Appendix A, page . As seen from Table CLXVI, page 169, there is no pattern, or central tendency, existing among the universities of the Association as to the number of semester hours required of each subject listed.

Table CLXVII, page 170, shows 7 of the most frequently required subjects, giving the number of semester hours of credit required, for a B. S. candidate in the four-year colleges of the Association. The private, public and denominational four-year colleges have been combined in this Table as the data were comparable. Tables listing them separately will be found in Appendix A, page . As shown in Table CLXVII, page 170, there is no pattern, or central tendency, existing among the four-year colleges of the Association as to the number of semester hours required of each subject listed.

Table CLXVIII, page 172, shows the maximum number of semester hours of credit allowed business education graduates, for the listed subjects, in the teachers colleges of the Association. The purpose of this part of the study was to determine the maximum number of semester hours allowed a business education major in the given subjects. Table CLXIX, page 174, shows the number of semester hours the candidate for a B. S. degree, in the field of business education, must have before he is qualified to teach any of the listed subjects. The preceding Table is read in the following manner: One semester hour of credit is granted for office machines and

TABLE CLXVIII

Maximum Number of Semester Hours Allowed Business Education Candidates
in the Following Subjects in Teachers Colleges

No.of:	:	:	:	Off.:	Bus.:	Bus.:	Gen.:	Bus.:	:	:	Off.:	:
Hours:	Type.:	Shhd.:	Acct.:	Pra.:	Eng.:	Law:	Bus.:	Math.:	Ec.:	Sales:	Mach.:	Pen.
1	:	:	:	:	:	:	:	:	:	:	1	4
2	1	:	:	4	2	:	2	:	:	1	3	2
3	1	:	:	5	7	4	7	5	5	5	1	2
4	3	1	:	1	2	1	:	:	:	:	1	1
5	1	:	:	:	:	:	:	:	:	:	:	:
6	8	1	1	1	:	11	:	7	10	2	2	:
7	1	:	:	:	:	:	:	:	:	:	:	:
8	:	3	1	:	:	1	:	:	:	:	:	:
9	:	5	:	:	:	:	:	:	:	:	:	:
10	1	1	3	:	:	:	:	:	:	:	:	:
11	:	:	1	:	:	:	:	:	:	:	:	:
12	:	3	8	:	:	1	:	:	:	:	:	:
13	:	:	:	:	:	:	:	:	:	:	:	:
14	:	:	:	:	:	:	:	:	:	:	:	:
15	:	:	:	:	:	:	:	:	:	:	:	:
16	1	1	1	:	:	:	:	:	:	:	:	:
17	:	:	:	:	:	:	:	:	:	:	:	:
18	:	2	1	:	:	:	:	:	:	:	:	:
19	:	:	:	:	:	:	:	:	:	:	:	:
20	:	:	:	:	:	:	:	:	:	:	:	:
21	:	:	1	:	:	:	:	:	1	:	:	:
22	:	:	:	:	:	:	:	:	:	:	:	:
23	:	:	:	:	:	:	:	:	:	:	:	:
24	:	:	1	:	:	:	:	:	:	:	:	:

penmanship by 1 and 4 teachers colleges respectively. Two semester hours of credit is granted for typewriting, office practice, business English, general business, salesmanship, office machines and penmanship by 1, 4, 2, 2, 1, 3 and 2 teachers colleges respectively. The remainder of the Table is read in the same manner, as well as, the five tables which follow.

From the information given in the preceding Table it can be said that no pattern exists but that a central tendency is evident in that 3 semester hours are the most common amount of credit allowed for office practice, business English, general business and salesmanship. Six semester hours are the most common amount of credit allowed for typewriting, business law, business mathematics and economics. Nine semester hours are most common in regard to shorthand and 12 semester hours with respect to accounting among the teachers colleges of the Association.

Table CLXIX, page 174, shows the minimum number of semester hours of credit required of a business education candidate, in the teachers colleges of the Association, before he is qualified to teach any of the listed subjects. There is no definite pattern existing but a central tendency is seen to exist in that 3 semester hours is the most common amount of credit required for business English, general business, business mathematics and economics. Six semester hours are the most common amount of credit for typewriting, shorthand, accounting and business law.

TABLE CLXIX

Minimum Number of Semester Hours Required of Business Education Candidates
in the Following Subjects in Teachers Colleges

No. of Hours	Type	Shhd.	Acct.	Off. Prac.	Bus. Eng.	Bus. Law	Gen. Bus.	Bus. Math.	Ec.	Off. Sales	Mach.	Pen.
1	:	:	:	:	:	:	:	:	:	:	:	3
2	3	:	:	4	1	:	1	1	:	1	3	1
3	2	2	:	3	7	6	9	7	8	3	2	1
4	3	:	:	1	1	3	:	:	:	:	:	1
5	1	2	:	1	:	:	:	:	:	:	:	:
6	5	7	11	:	1	10	:	2	6	1	1	:
7	1	:	:	:	:	:	:	:	:	:	:	:
8	1	2	2	:	:	:	:	:	:	:	:	:
9	1	3	2	:	:	:	:	:	:	:	:	:
10	:	:	1	:	:	:	:	:	:	:	:	:
11	:	:	:	:	:	:	:	:	:	:	:	:
12	:	1	3	:	:	:	:	:	:	:	:	:

Table CLXX, page 175, shows the maximum number of semester hours of credit allowed business education graduates, for the listed subjects, in the universities of the Association. The data of the public and private universities were comparable and both were combined in one table, for tables showing them separately consult Appendix A, page . "Others" includes 1 private university allowing 28 semester hours of credit in shorthand and 32 semester hours in accounting. One private university allows 24 semester hours in economics. The reason for these large amounts of credit

TABLE CLXX

Maximum Number of Semester Hours Allowed Business Education Candidates
in the Following Subjects in Universities

No. of:	:	:	:	Off.:	Bus.:	Bus.:	Gen.:	Bus.:	:	:	Off.:	:
Hours:	Type:	Shhd.	Acct.	Prac.	Eng.	Law:	Bus.	Math.	Ec.	Sales:	Mach.	Pen.
1	:	:	:	1	:	:	:	:	:	:	1	1
2	:	:	:	3	10	1	2	2	:	3	2	:
3	1	:	:	11	5	3	6	8	1	5	3	:
4	7	:	:	1	4	6	:	1	:	:	1	:
5	:	:	:	1	:	:	:	:	:	:	:	:
6	8	4	10	3	4	15	1	3	11	3	2	:
7	:	:	:	:	:	:	:	:	:	:	:	:
8	6	1	1	:	:	:	:	2	:	1	:	:
9	1	4	4	1	:	1	:	:	4	1	:	:
10	:	2	2	1	1	:	:	:	2	:	:	:
11	:	1	:	:	:	:	:	:	:	:	:	:
12	1	10	2	:	:	:	:	:	2	:	:	:
13	:	2	:	:	:	:	:	:	:	:	:	:
14	:	:	:	:	:	:	:	:	:	:	:	:
15	:	1	2	:	:	:	:	:	1	:	:	:
16	:	1	1	:	1	:	:	:	1	:	:	:
17	:	:	1	:	:	:	:	:	:	:	:	:
18	:	1	1	:	:	:	:	:	:	:	:	:
19	:	:	:	:	:	:	:	:	:	:	:	:
20	1	1	2	:	:	:	:	:	1	:	:	:
Others	:	1	1	:	:	:	:	:	1	:	:	:

being allowed is due to the fact that the student has chosen those respective fields as his major. The data of the preceding Table show a central tendency of allowing 3 semester hours of credit for office practice, general business, business mathematics and salesmanship. Six semester hours are most frequently allowed for typewriting, accounting, business law and economics by the universities of the Association.

Table CLXXI, page 177, shows the minimum number of semester hours of credit required of business education candidate, in the universities of the Association, before he is qualified to teach any of the listed subjects. There is no definite pattern existing but a central tendency is seen to exist in that 3 semester hours of credit is required for office practice, business English, general business and business mathematics. Six semester hours of credit are the most common amount required of typewriting, shorthand, accounting, business law and economics among the universities of the Association.

TABLE CLXXI

Minimum Number of Semester Hours Required of Business Education Candidates
in the Following Subjects in Universities

No.of:	:	:	:	:Off.:	:Bus.:	:Bus.:	:Gen.:	:Bus.:	:	:	:Off.:	:
Hours:	Type.:	Shhd.:	Acct.:	Prac.:	Eng.:	Law:	Bus.:	Math.:	Ec.:	Sales:	Mach.:	Pen.:
1	:	:	:	1	:	:	:	:	:	:	2	1
2	2	:	:	6	5	1	3	1	:	3	2	:
3	3	1	:	7	6	4	6	5	4	3	1	:
4	3	1	:	1	3	4	:	1	:	:	:	:
5	:	:	:	:	:	1	:	:	:	:	:	:
6	5	7	8	2	1	9	1	3	7	1	:	:
7	:	:	:	:	:	:	:	:	:	:	:	:
8	3	2	3	:	:	:	:	:	:	:	:	:
9	:	1	2	:	:	:	:	:	1	1	:	:
10	:	2	2	:	1	:	:	:	3	:	:	:
11	:	2	:	:	:	:	:	:	:	:	:	:
12	:	:	3	:	:	:	:	:	1	:	:	:
13	:	:	:	:	:	:	:	:	:	:	:	:
14	:	:	:	:	:	:	:	:	:	:	:	:
15	:	:	:	:	:	:	:	:	1	:	:	:
16	:	1	1	:	1	:	:	:	:	:	:	:
17	:	:	:	:	:	:	:	:	:	:	:	:
18	:	:	:	:	:	:	:	:	:	:	:	:
19	:	:	:	:	:	:	:	:	:	:	:	:
20	1	:	:	:	:	:	:	:	1	:	:	:

Table CLXXII, page 179, shows the maximum number of semester hours of credit allowed business education graduates in the four-year colleges of the Association. The data of the private, public and denominational four-year colleges were comparable and all three were combined in one table, for tables showing them separately consult Appendix A, page . "Others" includes 2, 1 public and 1 private, four-year colleges that allow 24 semester hours of credit for accounting and 1 public four-year college that allows 24 semester hours of credit for economics. As was the case among the universities these large amounts of credit are allowed when the students choose these subjects as their major study. The data in the ensuing table show a central tendency of allowing 3 semester hours of credit for office practice, business English, general business, business mathematics and salesmanship. Six semester hours of credit are more frequently allowed for typewriting, business law and economics by the four-year colleges of the Association. As for shorthand and accounting 12 semester hours of credit are the most frequent amount allowed by the four-year colleges.

Table CLXXIII, page 180, shows the minimum number of semester hours of credit required of a business education candidate before he is qualified to teach any of the listed subjects. These data of the public, private and denominational four-year colleges were comparable so they were combined in one table, for tables showing them separately consult Appendix A, page . There is no definite pattern existing but a central tendency is seen to exist in that 3 semester hours of credit are required for office practice, business English, general business, business mathematics and salesmanship. Six semester hours are the most common amount of credit required for typewriting,

TABLE CLXXIII

Maximum Number of Semester Hours Allowed Business Education Candidates
in the Following Subjects in Four-Year Colleges

No. of:	:	:	:	Off.:	Bus.:	Bus.:	Gen.:	Bus.:	:	:	Off.:	:
Hours:	Type:	Shhd.:	Acct.:	Prac.:	Eng.:	Law:	Bus.:	Math.:	Ec.:	Sales:	Mach.:	Pen.
1	:	:	:	:	:	:	:	:	:	:	1	2
2	1	:	:	4	3	:	:	1	:	:	5	:
3	2	1	:	6	10	3	6	5	3	4	1	:
4	2	:	:	2	1	2	:	2	:	:	1	:
5	1	1	:	:	:	:	:	2	:	:	:	:
6	5	2	3	4	2	13	1	3	9	3	:	:
7	:	:	:	:	:	:	:	:	:	:	:	:
8	3	1	2	:	:	1	:	:	1	:	:	:
9	3	3	4	:	:	:	:	:	1	:	:	:
10	1	1	2	:	:	:	:	:	:	:	:	:
11	:	1	:	:	:	:	:	:	:	:	:	:
12	1	6	4	:	:	:	:	:	1	:	:	:
13	:	:	:	:	:	:	:	:	:	:	:	:
14	:	2	:	:	:	:	:	:	:	:	:	:
15	:	:	1	:	:	:	1	:	1	:	:	:
16	:	:	1	:	:	:	:	:	:	:	:	:
17	:	:	:	:	:	:	:	:	:	:	:	:
18	:	:	1	:	:	:	:	:	:	:	:	:
19	:	:	:	:	:	:	:	:	:	:	:	:
20	:	1	1	:	:	:	:	:	2	:	:	:
Others	:	:	2	:	:	:	:	:	1	:	:	:

TABLE CLXXIII

Minimum Number of Semester Hours Required of Business Education Candidates
in the Following Subjects in Four-Year Colleges

No. of:	:	:	:	Off.	Bus.	Bus.	Gen.	Bus.	:	:	Off.	:
Hours:	Type.	Shhd.	Acct.	Prac.	Eng.	Law	Bus.	Math.	Ec.	Sales	Mach.	Pen.
1	:	:	:	:	:	:	:	:	:	:	1	:
2	3	1	:	3	3	1	1	:	:	:	4	:
3	2	1	1	5	7	2	4	4	3	4	2	:
4	2	:	:	2	2	1	:	1	:	:	:	:
5	1	1	1	:	:	:	1	1	:	:	:	:
6	10	4	9	1	1	9	1	3	7	1	:	:
7	:	:	:	:	:	:	:	:	:	:	:	:
8	1	1	1	:	:	1	:	:	1	:	:	:
9	:	4	2	1	:	1	:	:	1	:	:	:
10	1	1	2	:	:	:	:	:	:	:	:	:
11	:	:	:	:	:	:	:	:	1	:	:	:
12	:	3	3	:	:	:	:	:	2	:	:	:
13	:	:	:	:	:	:	:	:	:	:	:	:
14	:	1	:	:	:	:	:	:	:	:	:	:

shorthand, accounting, business law and economics among the four-year colleges of the Association.

The number of hours of credit allowed and required for office machines and penmanship are such that they fail to show any central tendency among the three types of institutions, much less, among the control of the different types of institutions.

TABLE CLXXIV

Minor Allowed in Another Teaching Field When the Student
Has a Major in Business Education

Minor Allowed	Type of Institution			Total	Control of Institution		
	Teachers:	Univer- sities	Four-Yr. Colleges		Public	Private	Den.
Yes	24	30	24	78	49	16	13
No	3	2	4	9	5	4	
TOTAL	27	32	28	87	54	20	13

The above Table shows the number of institutions, teachers colleges, universities and four-year colleges, that allow a minor when the student is taking a major in business education. The data of the preceding Table show that a pattern exists, both as to type and control, among the member institutions in that they allow a minor to be taken along with a major in business education.

Table CLXXV, page 182, shows the minors that were specified for the student who was taking a major in business education from one of the member institutions of the Association. There is a definite pattern existing among the member institutions, both as to type and control, in that the minor field to be chosen by business education majors is left up to the individual student.

For additional requirements that have not been stated elsewhere in the study consult Appendix A, page .

TABLE CLXXV

The Specified Field in Which the Minor Must be Taken When
Taken by a Major of Business Education

Specified Field :	Type of Institution :			Total :	Control of Institution :		
	Teachers :	Univer- :	Four-Yr. :		Public :	Private :	Den. :
	Colleges :	sities :	Colleges :				
None Specified :	21 :	24 :	18 :	63 :	43 :	10 :	10 :
Social Science :	1 :	6 :	6 :	13 :	4 :	6 :	3 :
or English :							
Mathematics or :	1 :			1 :	1 :		
Economics :							
English, Music :	1 :			1 :	1 :		
or Mathematics :							
TOTAL :	24 :	30 :	24 :	78* :	49 :	16 :	13 :

*Nine institutions, as indicated by Table CLXXIV, page 181, did not allow a minor with a major in business education.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has presented data from 87 member institutions of The National Association of Business Teacher-Training Institutions, concerning similarities and differences in the undergraduate business teacher-training programs of these institutions, for the purpose of determining existing patterns in curricular practices and procedures. The conclusions which are presented here are drawn from objective data obtained from college catalogues or direct inquiries. In each instance the information concerning a particular institution was verified by a representative of that institution.

Comparative analyses were made to reveal findings with respect to five phases of the problem: (1) Type of Institutions, (2) admission requirements, (3) administration of the business education curricula, (4) course offerings and requirements, and (5) graduation requirements. For the purpose of this study, a pattern was held to exist in any particular practice or procedure if it was reported by approximately two-thirds of the institutions. The patterns cited in the following generalizations therefore represent frequencies of findings beyond mere majority.

1 - Type and Control of Institution

In the business education programs of the member institutions of The National Association of Business Teacher-Training Institutions, a pattern of departmental administration was found among the four-year colleges and teachers colleges, and a pattern of school type of administration was found in the member universities.

Business teacher-training is administered by the department of business education in teachers colleges. Among the four-year colleges, representing the only other type of institution characterized by departmental administration, no pattern was found to exist. The business teacher-training programs of these institutions are administered by 7 types of department, with no department representing a majority.

The general professional education courses are taught by the department of education. Professional business education courses are taught by the department of business education.

Practices with respect to business-content courses vary with the type of administration. In teachers colleges - characterized by departmental administration - content courses are taught by the business education department; in universities - characterized by school type of administration - content courses are taught by the school of business.

2 - Admission and Selection Procedures

No definite pattern exists among the member institutions of the Association in regard to admission requirements. English tests and intelligence tests are the most common tests administered to entering students, with English tests being the most frequently administered for the purpose of placement. The institutions are about equally divided with respect to high school subjects required. The subjects specified are: English, mathematics, social science, and physical science, in the order listed.

Fifteen units of high school work are required for entrance, but no pattern was found concerning scholastic-average requirements for admission or concerning the admission of students with low scholastic records.

A health examination by the college or university physician is a requirement of entering students.

In the selection of prospective business teachers no definite pattern was found among the member institutions, either in testing, in predetermining needs of the territory which the college serves, in evaluation of individual students by the faculty, or in scholastic achievement standards.

The scholastic record is used by the institutions to eliminate the mediocre student from the business teacher-training curriculum.

Counseling is offered as the main method of pre-major guidance. Counseling and commercial clubs serve in the guidance and orientation of prospective business teachers in training. No pattern exists in respect to the administering of tests to prospective business teachers as a graduation requirement.

3 - Administration of the Business Teacher-Training Curriculum

The department responsible for the business teacher-training program plans the curriculum for the department, although the adoption of the curriculum is varied and no definite pattern exists as to its adoption.

Business content subjects are not offered by correspondence or extension. Credit is not granted for work previously completed in high school or business college, either by evaluation or examination.

The institutions will accept from other accredited colleges or universities credits up to three-fourths of the requirements for a degree,

but require that at least one-fourth of the requirement for a degree be taken in residence from the institution from which the degree is to be granted.

4 - Business Education Courses

One semester hour of credit is granted for each hour of classroom recitation per week for a period of one semester without laboratory work for all the business content subjects except the skill subjects of typewriting, shorthand, office machines, and penmanship. This pattern holds true with respect to the fundamental education courses. No pattern exists with respect to credit granted or hours of recitation or laboratory required per week for the skill subjects.

The most common methods course offered is "Methods in Business Education" rather than separate methods courses for the various subjects.

Business content subjects can be taken, with permission of the professor concerned, during any semester of the four-years of college work if the necessary prerequisite courses have been completed. The most common freshman courses are: first-year typewriting, first-year shorthand, first-year accounting, general business, business mathematics; the most common sophomore courses are: second-year typewriting, second-year shorthand, and second-year accounting.

5-Curriculum Organization and Graduation Requirements

The unit of credit among the universities and four-year colleges of the Association is the semester-hour credit. The teachers colleges are about equally divided in the use of semester-hours (14 institutions) and quarter-hours (12 institutions). One teachers college grants course-hour credits.

From 120 to 128 semester hours of college credit are required for a B. S. degree in business education. An average grade of "C" is required for graduation.

A definite pattern exists with respect to the granting of 3 grade points for a grade of "A", 2 grade points for a grade of "B", and 1 grade point for a grade of "C", with no grade points being granted for grades of "D" or "F."

No definite pattern exists in the number of semester hours of general education required for a B. S. degree in business education. Nor was a pattern observable in the number of hours required for a major or minor in education, or in the number of semester hours required in such subjects as English, mathematics, religion, physical science, social science, foreign language, and physical education.

The most frequent number of semester hours allowed for office practice, business English, general business, business mathematics, and salesmanship is three semester hours. Six semester hours are most commonly allowed for typewriting, shorthand, and business law. Wide variations were found in the number of semester hours allowed for accounting.

Minimum requirements for a business education major revealed a pattern of three semester hours of credit in office practice, business English, general business, business mathematics, and salesmanship, and six semester hours in typewriting, shorthand, accounting, and business law. No pattern was found with respect to office machines and penmanship.

Students majoring in business education may minor in some other field of study. Selection of minor may be made in any field the student may desire.

APPENDIX

A

LIST OF MEMBER INSTITUTIONS AS OF MAY, 1942

Adelphi College - Garden City, Long Island, New York - Charles Saveage

Akron, University of - Akron, Ohio - H. M. Douth

Alabama College - Montevallo, Alabama - Lelah Brownfield

Alfred University - Alfred, New York - Dr. Marjorie Hunsinger

Arkansas, University of - Fayetteville, Arkansas - Pearl E. Green

Ball State Teachers College - Muncie, Indiana - Dr. Mack E. Studebaker

Boston University - Boston, Massachusetts - Dr. Paul L. Salsgiver

Bowling Green State University - Bowling Green, Ohio - Dr. E. G. Knepper

California, University of - Berkeley, California - B. W. Spencer

California, University of Southern - Los Angeles, California -
Dr. E. G. Blackstone

Capital University - Columbus, Ohio - Dr. Harm Harms

Central Michigan College of Education - Mt. Pleasant, Michigan -
Dr. Frank E. Robinson

Cincinnati, University of - Cincinnati, Ohio - Roy Price

Clarke College - Dubuque, Iowa - Sister Mary Alfonso, B. V. M.

Chicago, University of - Chicago, Illinois - Ann Brewington

Columbia University - New York City, New York - Dr. Hamden L. Forkner

Connecticut, Teachers College of - New Britain, Connecticut - Carol Nolan

Denver, University of - Denver, Colorado - Dr. Cecil Puckett

Drake University - Des Moines, Iowa - Dr. M. B. Dilley

Drexel Institute of Technology - Philadelphia, Pennsylvania -
Dorothy E. Hons

Fenn College - Cleveland, Ohio - Dr. Walter R. Goetsch

Findlay College - Findlay, Ohio - H. R. Dunathon
 George Peabody College for Teachers - Nashville, Tennessee - J. D. Fenn
 Grove City College - Grove City, Pennsylvania - R. G. Walters
 Gustavus Adolphus College - St. Peter, Minnesota - Thorild Peterson
 Harvard University - Cambridge, Massachusetts, - F. G. Nichols
 Illinois State Teachers College - Charleston, Illinois - Dr. Earl Dickerson
 Illinois State Teachers College - Macomb, Illinois - Dr. Clyde Beighey
 Illinois State University - Normal, Illinois - Arthur R. Williams
 Immaculata College - Immaculata, Pennsylvania - Sister M. Grace Madeleine
 Indiana State Teachers College - Terre Haute, Indiana - Helen Wood
 Indiana University - Bloomington, Indiana - Elvin S. Eyster
 Iowa State Teachers College - Cedar Falls, Iowa - Dr. Lloyd V. Douglas
 Iowa, University of - Iowa City, Iowa - George M. Hittler
 John B. Stetson University - Deland, Florida - M. McCurdie
 Kansas State Teachers College - Emporia, Kansas - R. R. Pickett
 Kentucky, University of - Lexington, Kentucky - Dr. A. J. Lawrence
 Keuka College - Keuka Park, New York - Mabel Belden
 Limestone College - Gaffney, South Carolina - Manly A. Eakins
 Lincoln University - Jefferson City, Missouri - H. M. Purnell
 Margaret Morrison Carnegie College - Pittsburgh, Pennsylvania - Edith
 M. Winchester
 Marshall College - Huntington, West Virginia - Lee A. Wolfard
 Mary Washington College - Fredricksburg, Virginia - Dr. J. H. Dodd
 Marymount College - Salina, Kansas - Sister Joseph Maria Viau
 Massachusetts State Teachers College - Salem, Massachusetts - A. H. Sproul
 Miami University - Oxford, Ohio - Mary James

Minnesota State Teachers College - St. Cloud, Minnesota - Dr. Carl J. Falkert

Mississippi State College - State College, Mississippi - Dr. D. W. Aiken

Missouri State Teachers College, Central - Warrensburg, Missouri - Clay J. Anderson

Missouri State Teachers College, Northeast - Kirksville, Missouri - Dr. P. O. Selby

Missouri State Teachers College, Southwest - Springfield, Missouri - Dr. W. V. Cheek

Montana State College - Bozeman, Montana - John W. Blackenhorn

Morehead State Teachers College - Morehead, Kentucky - R. W. Jennings

Murray State Teachers College - Murray, Kentucky - Fred M. Gingle

Nebraska, University of - Lincoln, Nebraska - Luvicy M. Hill

New Jersey State Teachers College - Trenton, New Jersey - Lloyd H. Jacobs

New Mexico Highland University - Las Vages, New Mexico - Vernon V. Payne

New York, College of the City of - New York City, New York - Jacob S. Orleans

New York University - New York City, New York - Dr. Paul S. Lomax

North Carolina, Woman's College of the University of - Greensboro, North Carolina - Dr. McKee Fisk

North Dakota State Teachers College - Kickinson, North Dakota - L. G. Pulver

Ohio State University - Columbus, Ohio - Inez Ray Wells

Ohio University - Athens, Ohio - Doris Sponseller

Oklahoma A. and M. College - Stillwater, Oklahoma - C. K. Reiff

Oregon, University of - Eugene, Oregon - Dr. Victor P. Morris

Pennsylvania State Teachers College - Bloomsburg, Pennsylvania - Wm. C. Forney

Pennsylvania State Teachers College - Indiana, Pennsylvania - Dr. G. G. Hill

Pennsylvania State Teachers College - Shippensburg, Pennsylvania - Etta C. Skene

Pennsylvania, University of - Philadelphia, Pennsylvania - Dr. W. L. Einolf
 Pittsburgh, University of - Pittsburgh, Pennsylvania - D. D. Lessenberry
 Puerto Rico, University of - San Juan, Puerto Rico - Julio B. Ortiz
 San Houston State Teachers College - Huntsville, Texas - Dr. J. Roy Wells
 San Jose State College - San Jose, California - Dr. E. W. Atkinson
 St. Bonaventure College - St. Bonaventure, New York - Rev. Fidelis
 O'Rourke, O. F. M.
 St. Catherine, College of - St. Paul, Minnesota - Sister Barbara Ann
 St. John's University - Brooklyn, New York - W. J. Weary
 St. Mary's College, Notre Dame - Holy Cross, Indiana - Sister M. Alice
 Eileen
 St. Scholastica, College of - Duluth, Minnesota - Sister M. Victoria
 St. Teresa, College of - Winona, Minnesota - Dr. Myrick H. Sublette
 South Dakota State Teachers College, Northern - Aberdeen, South Dakota -
 R. G. Dahl
 Temple University - Philadelphia, Pennsylvania - Frances B. Bowers
 Tennessee Polytechnic Institute - Cookeville, Tennessee - G. M. Woodward
 Tennessee, University of - Knoxville, Tennessee - B. R. Haynes
 Texas State Teachers College, North - Denton, Texas - Dr. W. A. Larimer
 Vermont, University of - Burlington, Vermont - Catherine F. Multy
 Wayne University - Detroit, Michigan - L. J. Whale
 West Liberty State Teachers College - West Liberty, West Virginia -
 Louise Green
 West Virginia Institute of Technology - Montgomery, West Virginia -
 R. E. Corder
 Western Reserve University, Cleveland College of - Cleveland, Ohio -
 Hester Nixon
 Westminster College - New Wilmington, Pennsylvania - Russell N. Canseler
 Wilberforce University - Wilberforce, Ohio - James S. Few

Pennsylvania, University of - Philadelphia, Pennsylvania - Dr. W. L. Einolf
 Pittsburgh, University of - Pittsburgh, Pennsylvania - D. D. Lessenberry
 Puerto Rico, University of - San Juan, Puerto Rico - Julio B. Ortiz
 Sam Houston State Teachers College - Huntsville, Texas - Dr. J. Roy Wells
 San Jose State College - San Jose, California - Dr. E. W. Atkinson
 St. Bonaventure College - St. Bonaventure, New York - Rev. Fidelis
 O'Rourke, O. F. M.
 St. Catherine, College of - St. Paul, Minnesota - Sister Barbara Ann
 St. John's University - Brooklyn, New York - W. J. Weary
 St. Mary's College, Notre Dame - Holy Cross, Indiana - Sister M. Alice
 Eileen
 St. Scholastica, College of - Duluth, Minnesota - Sister M. Victoria
 St. Teresa, College of - Winona, Minnesota - Dr. Myrick H. Sublette
 South Dakota State Teachers College, Northern - Aberdeen, South Dakota -
 R. G. Dahl
 Temple University - Philadelphia, Pennsylvania - Frances B. Bowers
 Tennessee Polytechnic Institute - Cookeville, Tennessee - G. M. Woodward
 Tennessee, University of - Knoxville, Tennessee - B. R. Haynes
 Texas State Teachers College, North - Denton, Texas - Dr. W. A. Larimer
 Vermont, University of - Burlington, Vermont - Catherine F. Nulty
 Wayne University - Detroit, Michigan - L. J. Whale
 West Liberty State Teachers College - West Liberty, West Virginia -
 Louise Green
 West Virginia Institute of Technology - Montgomery, West Virginia -
 R. H. Corder
 Western Reserve University, Cleveland College of - Cleveland, Ohio -
 Hester Nixon
 Westminster College - New Wilimington, Pennsylvania - Russell N. Canseler
 Wilberforce University - Wilberforce, Ohio - James S. Few

Winthrop College - Rock Hill, South Carolina - Harold Gilbreth

Wisconsin State Teachers College - Whitewater, Wisconsin - Claude M. Yoder

Wittenberg College - Springfield, Ohio - Dr. D. T. Krauss

U. S. NAVAL TRAINING SCHOOL

(INSTRUCTIONAL DIVISION)

INDIANA UNIVERSITY

BLOOMINGTON, INDIANA

Dear

Following the annual meeting of the National Association of Business Teacher-Training Institutions in Chicago last year, it was suggested that a study be made of the curricula of member institutions. This study has been undertaken with the co-operation of Mr. H. M. Douth, Secretary of the Association.

In connection with this study please find enclosed data sheets concerning your Institution and its work in business education.

These data sheets have been partially filled out from information obtained from a catalogue of your institution. For that reason I am requesting that you please check the material that has been filled in to ascertain whether or not it is correct. Will you also please furnish the other information that is desired, but which was not attainable from the college catalogue?

The blanks that need filling in are indicated by a red check mark.

This material relates to Policy No. 9 of the National Association of Business Teacher-Training Institutions. President P. O. Selby has requested that a report of this study be made to the National Convention in February. If this is to be done the study must be completed very soon. It would be highly appreciated, therefore, if you would fill in the desired information and return the blanks at once in the stamped-self-addressed envelope.

Sincerely yours

Max Kild

Enclosures 6

P. S. ~~THE~~ AVERAGE TIME FOR CHECKING THIS QUESTIONNAIRE IS 20 MINUTES.

PART I
TYPE OF INSTITUTION

Teachers College	Public _____	Private _____	Denominational _____
University	Public _____	Private _____	Denominational _____
Four-Year College	Public _____	Private _____	Denominational _____
Other _____	Public _____	Private _____	Denominational _____

PART II
CONTROL

- Name of the department or school that is responsible for the administration of the business program.
 Business Education department _____ Economics department _____
 Social Science department _____ School of Commerce _____
 Other _____
- Name of the department that is responsible for the administration of the business teacher-training program.
 Business Education _____ Education _____ Economics _____
 Social Science _____ Other _____
- Name of the department by which the fundamental education courses are taught.
 Business Education _____ Education _____ Other _____
- Name of the department by which business education method courses are taught.
 Business Education _____ Education _____ Other _____
- Name of the department by which the business content subjects are taught.
 Business Education _____ Business Administration _____ Economics _____
 Social Science _____ Other _____
- In the university-type of institution the work in business subject-matter courses is located in:
 School of Business Administration _____ School of Commerce _____
 School of Economics _____ School of Finance _____ Other _____

PART III
ADMISSION AND SELECTION OF PROSPECTIVE BUSINESS TEACHERS

- Check the following that are required upon entrance to the institution.
 - Entrance tests in:

English	Yes _____ No _____	Aptitude	Yes _____ No _____
Achievement	Yes _____ No _____	General	Yes _____ No _____
Business	Yes _____ No _____	Other	_____
 - Placement tests in:

English	Yes _____ No _____	Bookkeeping	Yes _____ No _____
Typewriting	Yes _____ No _____	Shorthand	Yes _____ No _____
Other	_____		
 - High school graduation with no specified subjects: Yes _____ No _____
 - If the answer to "c" is NO write in the column opposite each subject the number of units required.

English _____	Mathematics _____
Social Science _____	Physical Science _____
Foreign Language _____	Physical Education _____
Typewriting _____	Shorthand _____
Bookkeeping _____	Other _____
 - Total number of units of high school work required _____
 - High school scholastic average required for admission:
 None _____ A average _____ B average _____ C average _____ D average _____
 - If "C" or "D" students are admitted name the conditions if any. _____

- h. Health requirement:
 None _____ Health certificate from a physician _____ Examination by the
 school physician _____ Other _____
- i. Additional admission requirements:
 1. _____ 2. _____
 3. _____ 4. _____
2. The selection of prospective teachers:
 a. No selection of teachers _____ A predetermined need of the territory which
 the college serves _____ Scholastic achievement standards _____
 Others: 1. _____ 2. _____
 b. Tests: None _____ Aptitude test _____ Personality rating chart _____
 Evaluation of the student by the faculty _____ Others: 1. _____
 2. _____ 3. _____
 c. The elimination of the mediocre student by means of:
 No elimination _____ Personality rating chart _____ Aptitude test _____
 Scholastic record _____ Achievement test _____ Other _____
 d. Tests administered to prospective teachers for graduation:
 None _____ Comprehensive tests _____ Skill tests, (such as shorthand,
 typewriting, etc.) _____ Subject matter content tests _____
 Others: 1. _____ 2. _____
3. Guidance and orientation program for the prospective teachers:
 a. Extra-Curricular guidance and orientation for prospective teachers.
 Counseling _____ Education club _____ Commercial club _____
 Others: 1. _____ 2. _____
 b. Pre-major guidance: (aid in selecting major field.)
 Counseling _____ Occupations course _____ Part-time work _____
 Others: 1. _____ 2. _____

PART IV ADMINISTRATION OF THE CURRICULUM

1. Responsibility for planning and adopting the business curriculum.
 Curriculum Committee _____ Departments concerned (in which courses are
 offered.) _____ Entire college or school staff _____ Other _____
2. Check the following business content courses offered by correspondence.
 Typewriting _____ Business Mathematics _____ Business Law _____
 Shorthand _____ Business English _____ Accounting _____
 Economics _____ Others: 1. _____ 2. _____
3. Check the following business content courses offered by extension. (off campus
 classes.)
 Typewriting _____ Business Mathematics _____ Business Law _____
 Shorthand _____ Business English _____ Accounting _____
 Economics _____ Others: 1. _____ 2. _____
4. The proportion of correspondence and/or extension work applicable to a degree
 in business education.
 One-half _____ One-fourth _____ One-third _____ One-fifth _____
 Other _____
5. College credit granted for work previously completed in high school.
 a. By examination: Yes _____ No _____
 b. If the answer is YES to No. 5 a, fill in the maximum number of semester
 hours permitted for each subject.
 Typewriting _____ Business Mathematics _____ Business Law _____
 Shorthand _____ Business English _____ General Business _____
 Bookkeeping _____ Economics _____ Others: 1. _____
 2. _____ 3. _____ 4. _____

- No. _____
6. College credit granted for work previously completed in business colleges.
 - a. By evaluation: Yes _____ No _____.
 - b. By examination: Yes _____ No _____.
 - c. If the answer is YES to No. 6 a, and/or 6 b, fill in the maximum number of semester hours permitted for each subject.

Typewriting _____	Business Mathematics _____	Business Law _____
Shorthand _____	General Business _____	Penmanship _____
Accounting _____	Business English _____	Spelling _____
Office Machines _____	Others: 1. _____	2. _____
3. _____	4. _____	5. _____
 7. State the maximum amount of credit accepted on transfer from accredited colleges and universities toward a B. S. degree: _____ hours.
 8. State the minimum requirements for a B. S. degree for a transfer student:

In residence _____	Number of hours _____
--------------------	-----------------------

PART V
COURSES OFFERED

1. Business content subjects offered:

	Hours of Credit	Periods per Week	
		Recitation	Laboratory
First-Year Typewriting	_____	_____	_____
Second-Year Typewriting	_____	_____	_____
First-Year Shorthand	_____	_____	_____
Second-Year Shorthand	_____	_____	_____
First-Year Accounting	_____	_____	_____
Second-Year Accounting	_____	_____	_____
Office Practice	_____	_____	_____
Filing	_____	_____	_____
Business English	_____	_____	_____
Elementary Economics	_____	_____	_____
Advanced Economics	_____	_____	_____
Business Law	_____	_____	_____
Labor Problems	_____	_____	_____
Office Management	_____	_____	_____
Office Machines	_____	_____	_____
Business Mathematics	_____	_____	_____
Money and Banking	_____	_____	_____
Industrial Management	_____	_____	_____
Corporation Finance	_____	_____	_____
Others:			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

2. Fundamental education courses offered for business teachers:

	Hours of Credit	Periods per Week	
		Recitation	Laboratory
Elementary Psychology	_____	_____	_____
Advanced Psychology	_____	_____	_____
Philosophy of Education	_____	_____	_____

History of Education
 The American Public School
 Problems in Secondary Ed.
 School Organization and
 Classroom Management
 History of Education in U. S.
 Principles of Sec. Ed.
 The H. S. Curriculum
 Educational Statistics
 Mental Hygiene

Others:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

3. Professional courses offered for business teachers:

	Hours of Credit	Periods per Week Recitation	Laboratory
Methods in Business Ed.	_____	_____	_____
Methods in Shorthand	_____	_____	_____
Methods in Typewriting	_____	_____	_____
Methods in Bookkeeping	_____	_____	_____
Methods in Social Bus. Subjects	_____	_____	_____
Supervised Teaching	_____	_____	_____
Tests and Measurements in B.E.	_____	_____	_____

Others:

1. _____

2. _____

3. _____

4. _____

5. _____

4. a. In the proper space below check the year in which the student is normally required to take the course listed in the column to the left. Do not consider that the student may be given special permission to take the course in another year.

- b. Check in the column "Yes"-"No" on the line opposite the subject whether or not the student is permitted through counseling to take the subject in another year.

	Fresh. Year	Sopho. Year	Jr. Year	Sr. Year	Yes	No
First-Year Typewriting	_____	_____	_____	_____	_____	_____
Second-Year Typewriting	_____	_____	_____	_____	_____	_____
First-Year Shorthand	_____	_____	_____	_____	_____	_____
Second-Year Shorthand	_____	_____	_____	_____	_____	_____
First-Year Accounting	_____	_____	_____	_____	_____	_____
Second-Year Accounting	_____	_____	_____	_____	_____	_____
Cost Accounting	_____	_____	_____	_____	_____	_____
Corporation Accounting	_____	_____	_____	_____	_____	_____
Business Law	_____	_____	_____	_____	_____	_____
General Business	_____	_____	_____	_____	_____	_____
Business Mathematics	_____	_____	_____	_____	_____	_____

Elementary Economics
 Advanced Economics
 Money and Banking
 Labor Problems
 Marketing
 Business Finance
 Retailing
 Advertising
 Salesmanship
 Office Practice
 Secretarial Training
 Business English
 Bus. Org. and Manage.
 Others:

1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

PART VI

THE PATTERN OF CURRICULUM ORGANIZATION AND GRADUATION REQUIREMENTS

1. Graduation requirements for business teachers.

- a. Check the unit of credit granted: Semester _____ Quarter _____ Course _____.
- b. Total hours required for a bachelors' degree _____.
- c. Grade-points given for: A _____ B _____ C _____ D _____ F _____.
- d. Total grade-points required _____. Grade-point average required _____.
- e. Residence requirement for a B. S. degree in business education:
 Maximum hours _____ Minimum hours _____.
- f. Hours required in general education for a degree in business education:
 Minimum hours _____.
- g. Number of hours in education required for: a major in education _____
 a minor in education _____.
- h. Write in the exact number of hours required from the following fields:
 English _____ Physical Science _____ Foreign Language _____
 Mathematics _____ Social Science _____ Physical Education _____
 Religion _____ Others: 1. _____ 2. _____
 3. _____ 4. _____ 5. _____.
- i. Write in the column below the number of hours required for graduation of students in business education.

	Maximum	Minimum
Typewriting	_____	_____
Shorthand	_____	_____
Accounting	_____	_____
Office Practice	_____	_____
Business English	_____	_____
Business Law	_____	_____
General Business	_____	_____
Business Mathematics	_____	_____
Economics	_____	_____
Salesmanship	_____	_____
Office Machines	_____	_____
Penmanship	_____	_____

No. _____

Others:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

j. Check if teachers are permitted to have a minor in another teaching field with a major in business education (such as English, history, mathematics, science, etc.). Yes _____ No _____.

k. If the answer to "j" is YES state specified minor field if any _____

1. Additional requirements not stated elsewhere: _____

COPY OF FIRST FOLLOW-UP

January 26, 1943

Dear _____:

It is a certainty that you want your institution properly represented in the report to be given the last of February at the N.A.B.T.T.I. Convention in St. Louis. This can only be accomplished by your filling out the questionnaire about your department which was sent you under date of November 21, 1942.

If the original has been misplaced I shall be glad to furnish you with another copy on request.

May I have the completed questionnaire not later than February 20.

Sincerely yours,

Max Keith
421 E. First Street
Bloomington, Indiana

(This was the first follow-up and it was sent out on a post card.)

Note:-

The second follow-up was the sending of a second copy of the questionnaire and letter to the representative of the institutions that had not returned their questionnaires.

THIRD FOLLOW-UP

Dear _____

As the Convention of The National Association of Business Teacher-Training Institutions, which was to have been held in St. Louis, Missouri on February 26 and 27, was canceled it has been decided to publish the results of the survey that was made concerning these institutions.

At present I have 80 per cent of the questionnaires which have been filled out for the school year of 1941-42 concerning the business education department of these institutions. These questionnaires have been tabulated on punch cards and the survey is ready to be written up.

It is a certainty that you want your Institution properly represented in this survey. We assure you that we want to properly represent your Institution. The only way that this can be done is by your filling out the enclosed questionnaire, which can be accomplished within 20 minutes, concerning your Institution for the school year of 1941-42 and return the questionnaire at once in the stamped-self-addressed envelope. This questionnaire must be filled out and promptly returned if your Institution is to be properly represented in this survey.

Sincerely yours

Max Keith

MK:pj

Enclosure

THE COMPLETE ENTRANCE REQUIREMENTS OF A MEMBER INSTITUTION

Admission to a State Teachers College will be made on the basis of the following controlling principles:

1. General scholarship.
2. Character and personality.
3. Health and physical vigor.
4. English fundamentals and psychological tests.
5. A personal interview.

Candidates for admission must satisfy these five general requirements in detail as outlined below:

1. General scholarship as evidenced by the completion of the work of the 10th, 11th and 12th grades of an approved secondary school or institution of equivalent grade, or equivalent education as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduating class in a secondary school will be admitted on certificate without further evidence of general scholarship.

- b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation, provided:

1. They are recommended by their secondary school principal as being able to do creditable college work, and

2. Appraisal of the detailed secondary school record indicates to admission authorities of the college that the candidate can do satisfactory college work. Whenever available, candidates are urged to present to the admission authorities cumulative records of secondary school work such as were used by the Carnegie Foundation in the Pennsylvania Study, and

3. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.

- c. Applicants satisfactorily meeting the requirements (1), (2), and (3) above will be admitted for one semester on probation. At the end of the probationary period such students will be required to withdraw from the college unless they meet the required standard of scholarship in at least nine (9) semester hours of work.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.

- a. The estimate of the secondary school official will be recorded by a check margin in the appropriate column of a three point rating scale as follows:

	Low	Middle	High
Trustworthiness	_____	_____	_____
Initiative	_____	_____	_____
Industry	_____	_____	_____
Social Adaptability	_____	_____	_____
Personal Appearance	_____	_____	_____
Sympathy	_____	_____	_____

- b. This will be included as part of the secondary school record blank.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination.

- a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This medical examination will be checked by the examining physician at the college and students may be required to undergo a complete re-examination.
- b. Applicants may be rejected for the following reasons:
1. Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system, instability, skin, organs of the special sense, thyroid.
 2. Defective vision of marked degree.
 3. Permanently impaired hearing.
 4. Marked speech defects.
 5. Unsightly deformities.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.

4. Normal intelligence and satisfactory command of English as shown by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and a promise of professional development.
 - a. The personal interview is to serve two purposes.
 1. It is to give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
 2. It is to take an inventory of the personal characteristics of the applicants who are admitted, making this available to instructors and officers concerned with personnel work in the college.